The Disadvantaged

The seminar. being convinced that it is the public library's role to ensure that its services are made available to all. urges responsible authorities and librarians to take all possible steps to ensure that suitable materials and services are provided for disadvantaged persons of all kinds.

Future Seminars

This seminar, convinced of the value of the opportunity afforded by the seminar to develop new ideas and to the contribution which these will make to the provision of future services relevant to the needs of the people. particularly in the rural areas, recommends that IFLA should seek the necessary funds to enable the seminar to be repeated in five years time, specifically with a view to monitoring progress and to advancing the ideas further.

In addition, considering the similar nature of the problems existing in developing countries and the rich diversity of experience in these countries. this seminar recommends that future seminars should have a balanced representation from all the regions of the world and that the contents of the seminars. wherever possible, should be closely based on concrete situations.

The Seminar also produced the Nairobi Manifesto:

The Nairobi Manifesto — 1984

We the library and information workers from Developing Countries. meeting at Nairobi from 13th to 18th August, 1984 in a Pre-Session Seminar organized by IFLA, with the cooperation of Unesco and supported by the German Foundation for International Development, to examine and analyze problems relating to *Education for Librarianship at the Grassroots Level:*

Considering that at present the prevailing social. economic. cultural and political conditions in developing countries are dominated by hardships for the majority of the people. that there is a dire shortage of scientific and technological information within these countries to solve existing social problems,

that government and individuals too frequently are unaware of the important role information can play in the process of decision making in particular, and national development in general,

Convinced that relevant information in whichever form, be it in the scientific, economic. cultural or political spheres, is a vital and indispensable resource in the national development process;

Declare that scientific and technical information is one of the foundations for creating a self-sustaining social, economic and cultural development,

urgently required for bringing to fruition the balanced modernization of developing nations,

that the identification. and use of up to date information remains a decisive weapon in the struggles against underdevelopment. neo-colonialism. cultural dependence and other forms of intellectual, material, and cultural impoverishment.

Affirm the necessity of African governments to embark upon, and formulate national information policies, which conform to their particular needs, so as to meet the legitimate and authentic information needs of the various groups and sectors in society, to enable them to make a maximum contribution to the socio-economic development of their countries. and in so doing, help the individuals to play an active part in changing their own environment and take charge of their own destiny, and join in the mainstream of national and international affairs;

Declare that clear national policies on library and information develop-
ment offer the guarantee that information will reach not only the privileged
elite, and the urban dwellers, but also the rural population on whose physical
and mental preparedness the development of the country largely depends;

That it is therefore necessary in this connection to reject patterns of li-
brary development which favour the elite situated in urban areas. and are
incapable of reaching out to the rural areas where the majority of the Afri-
can people live;

that it is necessary to make effective use of scientific and technological
information originating from all parts of the world so as to speed up and
sustain the process of modernization and alleviate the suffering of the peopie
of Africa;

that it is urgent to create the institutional framework, as a pre-requisite
for ensuring the speedy flow of information from local. national and inter-
national sources, based on the right of the individual to know. and have access
to information he needs for self-development and full self-realization that it
is urgent to create the awareness of the absolute importance of linking up the
process of decision making with the use of the relevant and uncertainty, and
instituting efficiency in government administration, industry, planning, and
commercial circles;

That it is no less urgent to take resolute steps for the promotion and ma-
terial support of library and information services in villages, schools, govern-
ment and parastatal offices, which are essential channels for the dissemination
and communication of ideas, information, and knowledge required in the
process of bringing about, and managing change in society;

Recognize and laud the efforts of Unesco and other international bodies
to consolidate the new information order based on the right of developing
countries to obtain unfalsified, and objective information as a pre-condition
for maintaining and safeguarding national independence;

Undertake to be guided accordingly in considering the recommendations
made by this IFLA Pre-Conference Seminar on Education for Librarianship
at the Grassroots Level, which represents an important step in the development
of library and information services to rural areas in Africa;

Pay tribute to IFLA, and Unesco's activities to further the development of
library and information services in Africa.

IFLA/FID/ICA Workshop. Management for the Information
-Professions - Implications for Education and Training,
Vienna, 17-18 August 1983. IFLA Journal. Vol.13. no.2. 1987.

APPENDIX 4.

Vienna - 1983

The draft programme and budget for 1984-85 included
planning and harmonisation of activities in the field of educati
and training for information personnel. Promoting the education
training of skilled organisers has also been given priority in
UNESCO's Second Medium-Term Plan 1984-89. Main emphasis is place
on identifying common ground in the preparation of workers in
different branches of the information field as well as on the
subject of guidelines for curriculum development in information
studies. IFLA pre-session seminars had been organised in Frankf
(1981), Manila (1980) and Montreal(1982). The topics for the
Vienna seminar were divided into two groups: major subject area
themes (management, technology and communication) and listing
issues or problems in education and training.(professional/
non-professional education or training, same school or differen
schools, developed or developing countries, regional or nationa
teaching materials, equipment, continual or formal education, o
job training, teacher training, legislative questions, financia
restraints, role of professional qualifications and research).
further aspect was restoration and preservation. Separate paper
were prepared by specialists from various professional streams
from the developing countries.

The participants at the workshop believed that FID/ICA/I
should join forces in working towards an integrated approach tc
education and training and make a united effort in making their
communities aware of the important role of information resource

It was decided that management for the information
professions was concerned with the following topics, identified
the basis of their treatment in current management textbooks.
topics should also be adapted to the local cultural, political
institutional setting of a given country or region, its
educational system, the requirements of the parent institution
need for programmes at different levels.

THEORY	PRACTICE
authority/accountability	accounting
communication	budgeting
creativity/change/innovation	control/evaluation
decision-making	management information sy
delegation	marketing
ethical/legal/political	production and operations
history styles	(physical plant, security,
human behaviour	and records etc.)
leadership	staffing
motivation	
planning	

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Emphasis was placed on offering the public an accurate, up-to-date and comprehensive service for information resource well as on interdisciplinary relations with other problems. Teaching how to handle money should be considered on a wide-r basis at a general undergraduate level and a more specialised postgraduate level. It was agreed that only a small amount of literature was available which could be referred to in an att to produce a manager training model. Tutorial instruction whi exposed participants to a full range of learning options and emphasised personal interaction was preferable to the more inflexible formal educational lecture. Librarianship needed greater input from information science. Competence in profes. skills - rather than in political skills - would provide the ability to express the value of librarians to others. The suggested management curriculum could fall into four categor leadership, authority and general management techniques, programme managing such as reporting etc. and housekeeping managing.

In general, the present situation of formal or informa competence should be changed to real competence, the nature organisations and work carried out in libraries and document centres be clearly defined. There was a need for education a training programmes at different levels emphasising adaptabi in new situations. New schemes could be introduced by natio: bodies representing library schools. Balance should be maintained between educationalists and practitioners. A working paper was then prepared which recommended incorpora certain management topics into an introductory core course which would be used in teaching all information professiona

Edith Fischer,
Vienna, Austria

Recognizing that information sources, in whatever form, constitute an essential national and international resource, and that preservation and conservation, in principle, are an integral part of the total information provision, and therefore should become a fundamental component of education for the information profession,

the participants of the International Seminar on "The Teaching of Conservation and Preservation Management for Librarians, Archivists and Information Scientists" jointly sponsored by the IFLA Section on Library Schools and Other Training Aspects, the IFLA Section on Conservation, the FID Committee for Education and Training (FID/ET), the ICA Committee for Professional Training (ICA/CPT), and the ICA Committee for Conservation and Restoration (ICA/CCR), held at Vienna, AUSTRIA, from April 11 to 13, 1986, unanimousley adopted the following recommendations to IFLA, FID, ICA and UNESCO:

1. To survey the status, worldwide, of preservation education in Library, Archival, Information Science Schools and other establishments, and to prepare a reference source for publication.

2. To develop "Guidelines for the Teaching of Preservation for Librarians, Archivists and Information Scientists", which can be applied internationally, under the auspices of the IFLA Section on Library Schools and Other Training Aspects and the IFLA Section on Conservation, in cooperation with the relevant bodies of FID and ICA.

3. To sponsor an International Seminar to promote implementation of the developed "Guidelines for the Teaching of Preservation".

4. To make Preservation and Conservation, including Education and Training, a theme of an IFLA Conference within the next three years.

5. To establish international exchanges of teachers and preservation experts to provide education and training opportunities in preservation for librarians, archivists and information scientists, especially in developing countries, at the appropriate levels.

6. To recommend the establishing of Centres for Research and Education for Preservation in developing countries.

7. To recommend the inclusion of preservation into courses for Librarians, Archivists and Information Scientists.

8. To endorse the Recommendations of the Conference of Directors of National Libraries on "Conservation of Library Materials", April 7-10, 1986.

9. To strengthen communication about preservation education between IFLA, FID, ICA, UNESCO and other relevant bodies, and encourage harmonization of their activities, such as sharing results of research on preservation, in all parts of the world.

Vienna, April 12, 1986

APPENDIX 6.
Luxembourg—1984

RESOLUTION 1: SHORT EDUCATIONAL PROGRAMMES

There is a need for a continuing series of short, inter-
European educational programmes for librarians and library
educators to deal with topics of special importance.
a) In this context, the working group endorsed the proposal
for a summer school on new technologies, to be held in the
summer of 1985.
b) A task force should be set up to plan and evaluate these
educational programmes.
c)   The programmes should aim at the widest possible
participation of the European countries.

RESOLUTION 2: PLANNING GRANTS

There should be a programme of planning grants for
educational innovations intended for library and information
science schools, to assist institutional, local, and national
efforts to rethink the educational requirements for the next
generation.

RESOLUTION 3: SURVEY AND EVALUATION

Equivalency and reciprocity of professional qualifications
should be promoted.
a) Therefore, an annual survey should be conducted that
covers, among others, the following categories:
1) Program goals and objectives
2) Curriculum (courses and hours)
3) Faculty (number of FTE; qualifications)
4) Students and degree granted
5) Budget (personnel; materials)
6) Facilities and equipment
b)   There should be a continuing effort to identify
appropriate standards to meet the above objectives of

equivalency and reciprocity.

RESOLUTION 4: RESEARCH SEMINARS

There should be a series of research seminars dealing with
topics of current importance to managers of libraries and
information activities, involving those in both professional
practice and library education.

RECOMMENDATION

Recognition should be given to the need for end-user
application in the new technology programmes, such as ESPRIT.

Library and Information Services Council. Report by the Manpower,
Education and Training Working Party – Professional Education and Training for
Library and Information Work. July 1985. (LISC(85)13).

T   Training for library and information work (Chapter 3).

4.5   Recommendations to the Office of Arts and Libraries.

4.5.1   To provide an organisational framework for the discussion of problems that
arise in education and training for library and information work, perhaps by the
creation of an authoritative national advisory committee. (2.68, 2.69, 3.33b, 3.65a).

4.5.2   To explore the possibility of using existing national funds to support the
development of training officers. (3.65f).

4.6   Recommendation to the Department of Education and Science.

4.6.1   To accept the recommendation of the Advisory Committee on Continuing
Education and other organisations that sections 41 and 42 of the Education Act 1944
should be amended· to include a statutory duty to provide continuing education.
(3.38a).

4.7   Recommendation to the Office of Arts and Libraries and the Department
of Education and Science.

4.7.1   To maintain suitable arrangements for postgraduate awards, covering
courses and research (2.70a).

4.8   Recommendation to the Department of Employment and the Manpower
Services Commission.

4.8.1   To make available more courses, such as those on systems development,
community advice, marketing and communication techniques and human relations
development, for TOPS and other MSC funding not earmarked for the unemployed.
(3.38g).

4.9   Recommendations to the British Library.

4.9.1   To provide funds for support of research projects affecting basic
professional education, along with other aspects of library/information work, and to
ensure dissemination and discussion of research results. (2.70b).

4.9.2   To fund a study of the potential role and functions both of a central
research and development unit for education, training and manpower needs in library
and information work and of regional centres for continuing education, and how they
might be established. (3.38c).

4.9.3   To sponsor a detailed study of present and future training needs and the
extent and shortcomings of existing provision, both on external courses and on the
job. (3.65b).

4.9.4   To update periodically the information gained by this study. (3.65c).

4.10   Recommendations to library and information schools and departments.

4.10.1   To ensure thorough co-operation a successful adaptation of total educational provision to environmental changes. (2.67a).

4.10.2   To develop research and research/training capabilities within individual schools and departments. (2.67b).

4.10.3   To facilitate the adaptation and retaining of teaching staff in order that they might take on new or changed responsibilities. (2.67c).

4.10.4   To explore the possibility of making available - on a part-time basis at a reasonable cost - both existing and new options on basic professional education courses to those wishing to undertake continuing education. (3.38d).

4.10.5   To explore the possibility of co-operating on the production of teaching materials for use particularly in distance learning and self development. (3.38f).

4.10.6   To improve and make better use of scarce teaching resources and, in particular, to co-operate with educators in related professions in order to use their knowledge for the benefit of more than one group. (3.38h).

4.11   Recommendations to the professional and information industry.

4.11.1   To ascertain what qualifications and what personal qualities are needed in future recruits, and what innovations should be made in basic professional education. (2.66a).

4.11.2   To consider how best part-time education and distance learning might be developed within the structure of basic education and how they might be related to continuing education. (2.66b).

4.11.3   To agree on suitable measures for maintaining standards in professional education and practice, for improving the image of library/information work and for attracting more recruits with the desired personal and managerial qualities. (2.66c).

4.11.4   To consider how basic education in library/information work, as at present conceived, can best be related to basic education in information technology and its broad range of applications, and business and management studies. (2.66d).

4.11.5   To encourage employers, especially in larger units, to release and support staff for continuing education and especially to give staff with potential for top level jobs the opportunity to undertake internal research projects resulting in higher level qualifications. (3.38j).

4.11.6   To persuade employers to give more importance to training to allow and finance participation in external training courses and to improve the provision of in-service training. (3.65g).

4.11.7   To back up this effort with guidance to individual employers when required, perhaps through a jointly sponsored information centre. (3.65h).

4.11.8   To encourage individual members of the profession to develop their own knowledge and abilities as professionals and to undertake courses which will open up a wider range of employment and of opportunities for career development. (3.38i).

4.11.9   To encourage employers to adopt wherever possible a systematic approach
to training. (3.65e).

4.11.10   To establish a code of practice for training which is generally acceptable
over the whole field of library and information work (3.65d).

4.11.11   To open a dialogue with library and information schools and departments
and with the Open University with a view to establishing a range of modules in the
field of library/information work which can be provided on a part-time and/or
distance learning basis and which can lead to formal qualifications recognised by the
professional and academic bodies. (3.38e).

THE LIBRARY ASSOCIATION

TRAINING AND EDUCATION GROUP

AND

INTERNATIONAL AFFAIRS SUB-COMMITTEE

REPORT ON THE MUTUAL ACCEPTABILITY OF QUALIFICATIONS WITHIN EUROPE

The MEILLEUR (Mobility of Employment International for Librarians in Europe) Report by Anthony Thompson was published by The Library Association in 1977, but no immediate action was taken to follow up the recommendations relating either to the equivalence of professional qualifications or to improving the mobility of librarians between countries. In 1981 the matter was brought to the attention of the International Affairs Sub-Committee of the Association's General Purposes Committee which was aware of problems being experienced in this area and of moves towards the mutual acceptability of qualifications being promulgated with other professions within the member states of the European Community. These developments were largely (though not exclusively) in those professions embodying a strong core of statutorily formulated responsibility; many of the underlying principles and the advances made in this area were outlined in a most useful publication which appeared in 1982 - the so-called Crayencour document* while the agreements reached within specific professions have been published from time to time as Council Directives in the Official Journal of the European Communities.

The International Affairs Sub-Committee resolved to establish a joint working party with the Training and Education Group (then the Library Education Group) to consider those aspects of Thompson's report relating to equivalence for employment purposes and to the mobility of labour. The acceptability of foreign professional qualifications for further educational purposes also figures in the original MEILLEUR Report, but is a rather different issue and is considered to be outside the terms of reference of the Working Party which was established early in 1982 under the chairmanship of Michael Messenger.

It became clear at a very early stage in the Working Party's discussions that Thompson's Report could be considered as no more than a starting point, and we sought to address ourselves to the principles involved and to the wide diversity of practice. It also seemed that the main pressure was for some rationalisation of the situation within the E.E.C. for the signatories of the Treaty of Rome were committed to improving mobility of labour and the evidence of Crayencour and official sources suggested that other professions were taking this seriously; it could only be a matter of time before librarians too were called upon to establish their position on this matter.

Accordingly, the Working Party decided that at this stage it should limit its deliberations to the countries of the E.E.C., and our subsequent discussions have confirmed the wisdom of that decision. It was clear at the outset that language was of prime importance and that the absence of language facility was a m.. : barrier to mobility; we comment further on this within the Report. Beyond that, subjective views concerning the quality of individual courses had to be tempered by the recognition that local idiosyncrasies were often a direct result of regional

* CRAYENCOUR, J-P de. The Professions in the European Community: towards freedom of movement and mutual recognition of qualifications. Commission of the European Communities. Luxembourg, 1982.

education/cultural characteristics. National ethos, local needs, the autonomy of many educational establishments and the differing role and influence of the national professional associations made it obvious that for the foreseeable future there could be no single set of qualifications recognised throughout the Community. In short, we found ourselves looking towards some mutual acceptability of library qualifications, while expressing the hope that overall standards will rise to the levels achieved by (in library terms) the more highly developed countries.

Thus, the Working Party has sought to identify the relationship between the different qualifications existing within the European Community and to offer guidance to prospective employers on how these may be viewed. This is, perhaps more modest than some in the profession would wish but, having examined the problems inherent in any other approach, we believe that this offers the only way forward in what is a notoriously difficult area.

Sources of information on European Library Schools

For several years I.F.L.A. has been collecting information worldwide on courses in librarianship and information science. It is planned to publish this in directory form during 1984, but thanks to the kindness and co-operation of Paul Nauta, who is a joint editor of the work for I.F.L.A. the Working Party have had access to the European data in draft form; this has been of the greatest help to us in our discussions and has served as the basis for our analysis of the situation elsewhere in Europe.

Proposed criteria for the assessment of courses

Of the many possible criteria which might be considered for judging the equivalency of courses we have decided that only a limited number can have any practical significance. Clearly, in deciding whether or not to employ a librarian/information worker with a degree/diploma from a country in the E.E.C., employers will wish to satisfy themselves that the subject content and academic quality of the course(s) followed were appropriate to the post. Linguistic competence and experience will also be expected to play a part. However, the Working Party's aim is to provide a basis for disucssion with bodies in Europe and it has seemed best to use criteria which are reasonably free from subjective elements. It is clearly beyond the Working Party's competency to assess syllabuses even if these were available and, indeed, to question matters of this kind appears to be contrary to the ideal of mutual trust among the European nations. This ideal has been followed very clearly in discussions relating to comparability of training for other professions.

The criteria below are divided into two groups: four essential criteria and two desirable criteria. The latter are judged desirable rather than essential bec .se we recognise that, in different countries, different traditions of professional education and training exist which, in the first instance, may be difficult to harmonise.

Essential criteria

    1.   Entrance requirements for the couise:

        1.1.   undergraduate (or undergraduate equivalent) courses: minimum requirements should be the equivalent of UK university entrance. [Note that this is already the subject of a European convention (European Treaty Series, No. 15, Paris 11.12.1953)]

        1.2.   for postgraduate courses the minimum should be possession of a first degree of the equivalent of Bachelor - i.e. having studied for a minimum of three years, full-time.

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2. Duration of the course:

  2.1. for a first degree: a minimum of three years of full-time study, or an equivalent period of pa'.-time study. [Another European convention equates periods of time spent in university study. (European Treaty Series, No. 21, Paris. 15.12.1956)]

  2.2. for a postgraduate diploma: a minimum of one academic year (or an equivalent period of part-time study).

  2.3. for a Master's Degree: a minimum of one calendar year (or an equivalent period of part-time study).

3. Purpose of the course: the primar· aim should be to provide preparation for professional work in librarianship or information science. In the UK, at the first degree level, this would require that at least 50% of studies in each of the last two years of academic study should be concerned with professional topics and that in a postgraduate programme the whole period should be so concerned.

4. Location of the course: courses should be located in universities or university-level institutions.

Desirable criteria

  5. Practical aspects of librarianship/information work: a course should give attention to practical aspects through 'laboratory' or other practical work, or by periods of attachment to operational agencies, in addition to theoretical matters. This criterion may also be served by practical, pre-course experience, especially for postgraduate students.

  6. Staffing: the IFLA minimum standards for library schools of four full-time staff and a staff/student ratio of 1:12 be adopted (IFLA standards for library schools 1976) .

Application of criteria

We have examined data on the courses in Europe, collected and made available to us by IFLA, and have tested them against the proposed essential criteria. In some cases data for courses was taken from secondary sources and we have suspended judgement until information provided by the institutions themselves is available. The result is that the specified courses offered by the following institutions are felt to be acceptable:

Belgium:

  — Institut Supérieure d'Etudes Sociales de l'Etat (Brussels)

    Diplôme de Bibliothécaire Documentaliste Gradué

  — Institut Provincial d'Études et de Recherches Bibliothéconomiques de Liege

    Graduat en Bibliothéconomie et Documentation

    There are difficulties here because of the part-time nature of some of the courses. The 'provincial' course in Brussels is ambiguous – the number of students shown in the data suggests that the course is part-time. The 'Licence special' courses at the Free University of Brussels and at Antwerp may be appropriate, but the duration of these courses is not clear.

Denmark:

— Danmarks Biblioteksskole (Copenhagen)

— Bibliotekar ved Folkebibliotekerne
— Bibliotekar ved Forskningsbibliotekerne

The Royal School of Librarianship in Copenhagen is an Institution of
Higher Education. In common with the rest of Scandinavia, various
professions and occupations are associated with these institutions. The four-
year tertiary level programmes are broadly equivalent to those leading
to CNAA degrees. The postgraduate programme does not meet the
minimum duration criterion.

France:

— Université de Bordeaux III

Maîtrise des Sciences et Techniques d'Information et de Communication

— Université Claude Bernard Lyon I

Diplôme d'Études Supérieures Specialisées en Informatique Documentaire

— Université de' Paris VII – Vincesses

Diplôme d'Études Supérieures d'Université en Documentation

— Université des Sciences Sociales (Grenoble)

Diplôme d'Etudes Approfondies de Méthodes Mathematiques en Sciences Social

— Institut d'Etudes Politiques de Paris

Diplôme d'Études Supériéures Specialisées en Information et Documentation

— Institut National des Techniques de la Documentation –

Diplôme de Sciences et Techniques de l'Information et de la Documentation

— École Nationale Supérieure des Bibliotheques (Villeurbanne)

Diplôme Supérieure de Bibliothécaire

Germany:

— Freie Universität Berlin

Magister Artium
Diplom – Bibliothekar fur den Dienst an Offentlichen Bibliotheken

— Fachhochschule fur Bibliotheks – und Dokumentations-wesen in Köln

Diplom – Bibliothekar
Hoherer Bibliotheksdienst

— Universität zu Köln

Magister Artium

— Johannes Gutenberg – Universität

Magister Artium (if librarianship is taken as the major subject)

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Germany (continued)

— Universität Ulm

   Geprüfter Medizinischer Dokumentar

— Fachhochschule Hamburg

   Diplom – Bibliothekar

— Fachhochschule Hannover

   Diplom – Bibliothekar
   Diplom – Dokumentar

— Niedersächsische Bibliothekschule

   Laufbahnprüfung für den hoheren Dienst an
   Wissenschaftlichen Bibliotheken

— Borromänsverein Bonn

   Diplom – Bibliothekar

— Fachhochschule für Bibliothekswesen (Frankfurt)

   Diplom – Bibliothekar
   Hoherer Dienst

— Bayerische Bibliothekschule

   Bibliotekassessor

— Bayerische Beamtenfachhochschule

   Diplom – Bibliothekar

— Fachhochschule für Offentliche Verwaltung Stuttgart

   Diplom – Bibliothekar
   Diplom – Dokumentar

— Fachhochschule fur Bibliotheksewesen Stuttgart

   Diplom – Bibliothekar für den Dienst an Offentlichen Bibliotheken

Greece:

   Insufficient data available to assess acceptability against criteria

Ireland:

— University College of Dublin

   Master of Library and Information Studies

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Italy:

— Università degli Studi di Roma

Diploma of Archivist-Paleographer, Librarian or Conservator of Manuscripts

Netherlands:

— University of Amsterdam

Oplieding tot Wetenschappelijk Bibliothecaris

— Bibliotheek-en Documentatie Academies (Amsterdam, Deventer, Groningen, The Hague, Sittard and Tilburg)

Diploma

INTERNATIONAL COLLOQUIUM ON THE EDUCATION AND TRAINING OF LIBRARY, INFORMATION AND ARCHIVAL PERSONNEL

Relevant RAMP and Related Documents

1. Documents to be Brought to the Attention of All Participants

Cook, Michael. The Education and Training of Archivists - Status Report of Archival Training Programmes and Assessment of Manpower Needs (PGI-79/CONF.604/COL.2). Paris, Unesco, 1979. Available also in French.

Delmas, Bruno. The Training of Archivists - Analysis of the Study Programme of Different Countries and Thoughts on the Possibilities of Harmonization (PGI-79/CONF.604/COL.1). Paris, Unesco 1979. Available also in French.

Unesco. Division of the General Information Programme. Meeting of Experts on the Harmonization of Archival Training Programmes, 26-30 November, Paris, 1979, Final Report (PGI-79/CONF.604/COL.7). Paris, Unesco, 1980. Available also in French.

Roper, Michael. Democratic Republic of the Sudan: Establishment of a Technical Training Centre in Archival Restoration and Reprography (FMR/PGI-80/180). Paris, Unesco, 1980.

Crespo, Carmen. Republic of Argentina: Development of a Regional Demonstration and Training Centre at the School for Archivists, University of Cordoba (FMR/PGI-81/116 E). Paris, Unesco, 1981. Available also in Spanish.

White, Brenda. Directory of Audio-Visual Materials for Use in Records Management and Achives Administration Training (PGI-82/WS/8). Paris, Unesco, 1982.

Cook, Michael. Guidelines for Curriculum Development in Records Management and the Administrations of Modern Archives: a RAMP Study (PGI-82/WS/16). Paris, Unesco, 1982.

Kathpalia, Y. P. A Model Curriculum for the Training of Specialists in Document Preservation and Restoration: a RAMP Study with Guidelines (PGI-84/WS/2). Paris, Unesco, 1984. Available also in French and Spanish.

Fishbein, M. H. A Model Curriculum for the Education and Training of Archivists in Automation: a RAMP Study (PGI-85/WS/27). Paris, Unesco, 1985.

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AUTHOR   Paul, Peter V.
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              Development; Vocabulary Skills

ABSTRACT
        Although knowledge of multimeaning words is important
for reading comprehension, deaf readers may know only the most common
meanings or nuances of high-frequency multimeaning words. Results of
a study are reported in which 33 profoundly hearing impaired students
stratified into three equal age groups (ages 10, 11, and 12) were
administered a 60-item pictorial, multimeaning vocabulary test. Each
item contained one target word and five possible responses in the
form of contextual illustrations. Results indicated that knowing two
meanings proved significantly more difficult than knowing one meaning
of the same words. Selecting more tnan one meaning was not influenced
by age, suggesting that deaf students may lack not only an in-depth
knowledge of words, but also the ability to use available context
clues in deriving word meanings. To enrich vocabulary development, a
three-step plan for teaching multimeaning words is described: (1)
activate and enrich the students' prior knowledge; (2) develop
activities that give students practice in applying newly learned word
knowledge; (3) provide opportunities for reading familiar and new
words in a wide variety of natural, meaningful contexts. Sample
activities are provided to illustrate each step. (JW)

Deaf Children's Comprehension of Multimeaning Words:

Research and Implications

Peter V. Paul

Educational Services and Research

The Ohio State University

ADDRESS FOR CORRESPONDENCE

Peter V. Paul, Ph.D.

Educational Services and Research

The Ohio State University

356 Arps Hall

1945 North High Street

Columbus, Ohio 43210

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Running Head: DEAF CHILDREN'S COMPREHENSION OF

MULTIMEANING WORDS

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Abstract

This article discusses the findings of a study on deaf children's comprehension of words with multiple meanings. Based on a review of the literature, it is argued that many deaf students are unaware that a word may have several meanings. This condition reflects an inadequate development of prior knowledge, and may lead to reading comprehension problems. Teachers should be more aware of the prevalence of multimeaning words in reading materials, and should provide direct, instruction in this area. Some teaching techniques that adhere to a classification-concept framework are provided.

Deaf Children's Comprehension of Multimeaning Words:

Research and Implications

It is widely accepted that vocabulary knowledge is
important for reading comprehension. Some scholars have
argued that it is the most important comprehension component
(Dale & O'Rourke, 1986; Devine, 1986). In addition to having
adequate prior knowledge and metacognitive skills (e.g.,
problem-solving strategies), good readers know at least one
meaning of many different words. Recent research reviews have
shown also that good readers know several meanings and nuances
of numerous words (Nagy & Herman, 1987; Paul & O'Rourke, in
press).

It is not clear why vocabulary knowledge is critical for
reading. According to one emerging viewpoint, an extensive
and in-depth knowledge of word meanings represents a sum of
prior, structured knowledge (i.e., schema) that is stored in
readers' heads. When readers know a word, they know a number
of meanings, nuances, and related concepts. That is, readers
know not only individual word meanings, but also the
conceptual frameworks elicited by word meanings. It is this
storehouse of knowledge that enables them to comprehend
reading materials. In essence, prior knowledge about a topic,
especially knowledge of key words, has been shown to be one of
the best predictors of reading comprehension ability (e.g.,
Johnston & Pearson, 1982).

The importance of knowing several meanings of multimeaning words cannot be overemphasized. Beginning readers encounter many basic sight words and other words with multiple meanings such as <u>back</u>, <u>can</u>, and <u>run</u>. For example, Searls and Klesius (1984) studied first grade basal word lists and found that almost 90% of these words have more than one meaning. In addition, Johnson, Moe, and Baumann (1983) reported that approximately two-thirds of the words that appear most frequently in the spoken and written language and in the reading materials of young children in the primary grades are multimeaning words. Thus, to become effective readers, students may need to know not only the primary or common meanings, but also the secondary or less common meanings of the words that appear in print.

There is no question that deaf students' vocabulary knowledge is inferior to their hearing peers, and that they acquire new words at a slower rate (see review in Paul, 1984). It appears that deaf students have difficulty learning meanings of words via reading only. One reason for this is that they may have poor word identification skills. For example, the students may not be able to use available sentence clues to figure out the meaning of a word.

There is also some evidence that (1) many deaf adolescents have difficulty with the notion that a word may have several meanings, and (2) knowledge of words, including multimeaning

words, is related to reading comprehension scores (LaSasso & Davey, 1987; Letourneau, 1969; Paul, 1984). Much of what we know about multimeaning words and deafness has come mainly from research on hearing-impaired students in residential and day schools. For example, Paul (1984) conducted a study using profoundly hearing-impaired students from age 10 to 18 years, 11 months, and normally hearing students from 8 to 10 years, 11 months old. On a picture vocabulary test, both groups of students selected the primary meanings of words more often than the secondary meanings. In addition, the researcher found that selecting two meanings was more difficult than selecting single meanings of the same words. Finally, for the deaf students, selecting two meanings of words was influenced by their reading ability but not by age.

In short, little evidence exist on the knowledge of words with multiple meanings by deaf students, especially those students in special classrooms in public school settings. In addition, guidelines for instruction in multimeaning words have not been reported in the literature on hearing-impaired students. The present article has two major purposes (1) to report the results of a study that assessed the comprehension of two meanings of multimeaning words by deaf students in special education classes in public schools, and (2) to provide implications to teachers for the teaching of word meanings. In relation to the first purpose, it was of

interest to answer the following questions: (1) Is there a difference between knowing at least one meaning and knowing two meanings of the same words, and (2) Is there an effect of age on the subjects' scores on the multimeaning test? To accomplish the second purpose, the researcher presents examples of teacher-directed, theory-based instructional techniques that may help to extend students' depth in word knowledge. It is emphasized that the intent of the activities is not only to teach additional meanings of words, but also to expand students' knowledge of concepts and nuances related to the words. Finally, recommendations are offered to assist teachers in the use of reading materials that contain numerous multimeaning words.

Method

Subjects

Thirty-three profoundly hearing-impaired students from several educational programs in one school district in Ohio (United States) participated in this study. The students were stratified into three equal age-groups (1) 10;00 to 10;11 years, (2) 11;00 to 11;11 years, and (3) 12;00 to 12;11 years. As much as possible, several factors were considered in creating homogeneous groups, for example, gender, race, reading ability, and type of education program, that is, Oral (speaking only) or Total Communication (speaking and signing simultaneously). The ratio of Oral to TC students in each

age-group was about one to three.   It should be noted that

most of the TC students had been enrolled previously in Oral

programs in the same school district.

The deaf students met the following criteria: (1) hearing

impairment was 90 dB or greater (ANSI, 1969) in the better

unaided ear averaged across the speech frequencies (500, 1000,

and 2000 Hertz); (2) hearing impairment occurred prior to the

age of three years; (3) both parents had normal hearing; (4)

students had at least average intelligence on the performance

scale of a standardized instrument; and (5) students had no

other apparent educational disabilities.

Instrument

The instrument, constructed by the present investigator,

was a picture, multimeaning vocabulary test containing sixty

words.   High reliability coefficients have been reported for

both hearing and hearing-impaired students (Paul, 1984).   Each

item contained one target word and five possible responses in

the form of contextual illustrations.   Forty-five of the items

require two correct responses and the remaining 15 require one

correct response.   Examples of test items can be found in the

appendix.

The format of the instrument was deemed appropriate due to

the low reading achievement levels of deaf students.   Several

other formats were considered, for example, presenting words

in isolation, phrases, and sentences and requiring the students to select either the best synonym, antonym, definition, or description. These were rejected because of the increased vocabulary and syntactic demands they place on the students (Quigley, Wilbur, Power, Montanelli, & Steinkamp, 1976).

The selection of the test stimuli was based on two criteria (1) a word had at least one or two meanings that could be illustrated clearly, and (2) a word was within the 10,000 frequency level (Carroll, Davies, & Richman, 1971). The selected words and corresponding meanings were at the grade-four level, the lowest grade level with available data (Dale & O'Rourke, 1981).

Procedures

The examiner distributed booklets and pencils. The instructions were written in the booklets and were read (and/or signed) by the examiner. Students were asked to complete two examples, one requiring one correct response and the other, two correct responses. Their answers were checked to ensure that the required task was understood. The students were tested in groups of four or five. No time limits were imposed.

Results

Comprehension of Two Meanings of High-Frequency Words

The t test for correlated measures was used to determine

if there were significant differences between knowing at least one meaning and knowing two meanings of the 45 words requiring two correct responses. Significant t values were obtained for all age-groups, from youngest (10;00 to 10;11 years old) to oldest (12;00 to 12;11 years old); t (10) = 16.94, 14.98, and 13.54, p < 001. Thus, knowing two meanings of multimeaning words was significantly more difficult than knowing at least one meaning of the same words.

Effects of Age

It was of interest to determine whether the scores of the students within each group improved significantly with age. That is, as students become older, do they acquire additional meanings of the same words? The means and standard deviations of the age-groups, from youngest to oldest, are: X = 19.5, S = 12.3; X = 23.0, S = 7.7; and X = 22.7, S = 11.9. The results of an analysis of variance indicated that there were no effects of age; F (2, 28) = .26. Thus, the scores of the deaf students within the three age-groups did not significantly improve as the students become older.

Discussion and Implications

Based on the results here and those of other studies cited previously, it is possible to conclude tentatively that many hearing-impaired students have difficulty with the notion that a word may have several meanings. The persistent finding that selecting more than one meaning of words was not influenced by

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age suggests that deaf students not only may not have an in-depth knowledge of words, but also may not have the ability to use available context clues in deriving word meanings.

Because most contexts may reveal little useful information about word meanings, readers need to compensate by engaging in extensive and broad reading experiences. Many poor readers, including deaf readers, however, do not read widely either inside or outside the classroom setting. Thus, direct, systematic vocabulary instruction may be necessary to help them become independent word learners which, in turn, enables readers to learn more words via reading. The use of context clues has been shown to be most effective when it is reinforced by teacher-directed vocabulary instruction and teacher-student discussions of word meanings and related concepts (e.g., Stahl, 1986).

Vocabulary Instruction

There needs to be a move away from what has been labeled the definition-and-sentence approach to a conceptual or classification approach (Paul & O'Rourke, in press). Typically, the focus has been on what a word means (i.e., most common meaning) and how it can be used in a sentence. Instead, attention should be given to the entire conceptual framework elicited by the word. That is, vocabulary instruction should help students acquire new words or concepts and a deeper knowledge of old words and concepts by bridging

what the students do not know with what they do know. As
stated by Pearson (1984, p. 16), instead of asking "What is it
the children do not know and how can I get that into their
heads?" we should ask "What is it that the children do know
that is enough like the new concepts so that I can use it as
an anchor point?" Some techniques for achieving this end are
semantic mapping, semantic feature analyses, and other forms
of semantic elaboration such as word analogy and word mapping
or webbing (for a description of these approaches, see
Heimlich & Pittelman, 1986, and Johnson & Pearson, 1984).

Obviously, no one vocabulary approach will work
effectively with all students. The classification-concept
approach may have differential effects depending on the
individual needs of the students. Within this approach,
however, many students may learn words and related words via
the suggesting, modeling, correcting, and elaborating of the
teacher. The critical role of the teacher as an active
participant in these techniques cannot be overemphasized.

Three-Step Plan

In relation to teaching multimeaning words, a three-step
plan has been proposed (Paul & O'Rourke, in press) based on
important points stated elsewhere (e.g., Johnson & Pearson,
1984; Stahl, 1986). First, the teacher should activate and
enrich the prior knowledge of the students via words and
related concepts. Next, the teacher should develop activities

for students to apply their newly-learned knowledge of the words. Finally, students should have sufficient opportunities to read old and new words in a wide variety of natural meaningful contexts. Each step is presented below, with the discussion augmented by some examples of teaching strategies.

As mentioned previously, students' prior knowledge can be enriched and activated by a number of classification activities, for example, word analogy and semantic webbing (or mapping). Semantic webbing is selected here as an example. There are many variations of this technique. The focus here is on multimeanings of words in a variation called word mapping or webbing (Paul & O'Rourke, in press).

Suppose, the teacher has decided that <u>bank</u> (as in <u>the bank of the river</u>) is a very import nt multimeaning word in a story that the students are going to read. During prereading activities, the teacher should discover what students know about the word bank, that is, meanings, nuances, associations, and related concepts. Ask students questions such as <u>Does anyone know what this word means</u>? If no response, follow with <u>Do you save money</u>, <u>Where do you put it</u>, <u>Is that a safe place</u>? Then, <u>Where do some people keep their money</u>, <u>Why</u>? By this time, both teacher and students may generate additional questions such as <u>What is a bank used for</u>, <u>Can you name different kinds of banks</u>, and <u>Can you save or store other things in a bank</u>? What the students know about the word may be used as a starting point.

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Because additional meanings of bank (and many other common multimeaning words) are likely to appear in other stories, the teacher should provide opportunities for students to acquire the meanings, nuances, and related concepts. For example, students should be asked: <u>Can you think of another meaning for bank</u>, <u>What else is called a bank</u>, <u>Does anyone know the name of a strip of land along the side of the river</u> (show picture)? Then, <u>Where else can you find a bank near water</u> (try to elicit canal, stream, brook)?

The activity above can be illustrated in a word-concept web (a kind of semantic map). The teacher categorizes the students' suggestions, and then, encourages them to construct labels for the categories (see Figure 1). Finally, it is

_____

Insert Figure 1 about here

_____

important for the teacher to explain to the students why they are doing this activity. Teacher and students should also discuss the concepts in the categories and the relationships among them. It is often forgotten that the discussion of the activity by teacher and students is as important as the activity itself.

In sum, word-concept and other classification activities may require a good portion of teacher preparation and classroom time. The teacher's objectives and students' needs

and abilities should dictate the extent of the activities. It has been argued, however, that these techniques may be effective for activating and enriching the students' prior knowledge, vocabulary, and other comprehension skills that are important for reading.

During Step 2 of the three-step plan, students should perform tasks that help them to use and expand what they have learned. They should use words that have already been introduced and taught. For example, the teacher can show students pairs of sentences such as (1) <u>Mary put her money in her piggy bank</u>, and (2) <u>Jose sat on the bank of the river</u>. The main purpose of this activity is to help students develop a mind set for diversity of word meanings. In addition, students need to learn to apply their prior knowledge about words and related concepts. They also may need to figure out what they do not know, and learn strategies to resolve the problem. A suggested line of questions for teachers to ask might be: <u>What is the meaning of bank in the first sentence</u>, <u>Are there other places where you can save money</u>; followed by, <u>Did you notice that bank in the first sentence is different from bank in the second sentence</u>, <u>What is the difference </u>, <u>Can you think of another meaning for bank</u>, and <u>Where can we find other meanings of this word</u>? Finally, it may be possible for the teacher to elicit or introduce metaphorical usages of bank as <u>break the bank</u> and <u>you can bank on that</u>.

Another technique is to require students to solve riddles, problems, or dilemmas. Teacher and students can develop interesting and challenging puzzles. The following is an example from Paul and O'Rourke (in press):

> I am a container. I am also a building.
>
> I may hold money, blood, food, or clothes.
>
> What am I? _____

The few activities presented here are not meant to be definitive. A number of other theory-based techniques could be generated by teachers, students, and researchers. It is difficult to determine experimentally which specific technique is most effective for improving vocabulary and reading comprehension for all students. The techniques suggested here, however, do provide opportunities for students to use and expand their knowledge. It is important to emphasize, again that in using any activity the teacher needs to find out what the student knows so that new concepts can be linked to old, familiar concepts.

Step 3 states that the student needs to read, read, read. Deaf students should be encouraged to read extensively within, and, especially, outside the classroom. It is important that they be guided to materials that they can read. The materials should contain multimeaning words that are used in a wide variety of contexts. In addition to sharing their stories with the class, students can be required to list all the

multimeaning words they found, tell the meaning of the words as used in the stories, give additional meanings that they know, and ask the rest of the class for other meanings and nuances.

It should be clear that knowledge of multimeaning words is important for reading comprehension. Knowledge of word meanings means knowledge of not only individual meanings of words but also the entire conceptual framework that may surround the words, including nuances and metaphorical usage. Deaf readers may know only the most common meanings or nuances of high-frequency multimeaning words. To enrich their vocabulary development and prior knowledge, and to help them apply what they know, a concept approach to vocabulary instruction is suggested.

The following recommendations may be helpful for teachers in using reading materials that contain words with multiple meanings (from Paul & O'Rourke, in press).

1. First, read the passage. Determine which words in the story have more than one meaning.

2. Decide the importance of these words. For example, ask yourself, Which words are crucial to students' comprehension of the story? Do these words appear often in this story and the rest of the book?

3. Determine if most of your students can derive the meanings of the words from context.

4.   List the aspects of the words that your students need
to know. For example, should they know other nuances and
related concepts such as idiomatic usage? Will this knowledge
help them to understand important concepts in this story and
subsequent stories?

5.   Finally, find out what students know about the
words. If instruction is necessary, try to use techniques
such as semantic mapping and others that emphasize depth, as
well as breadth, of word knowledge (e.g., see sources such as
Dale & O'Rourke, 1986; Heimlich & Pittelman, 1986; Johnson &
Pearson, 1984; and the special issue of the <u>Journal of</u>
<u>Reading,</u> 1986). Use what the students know as a starting
point.

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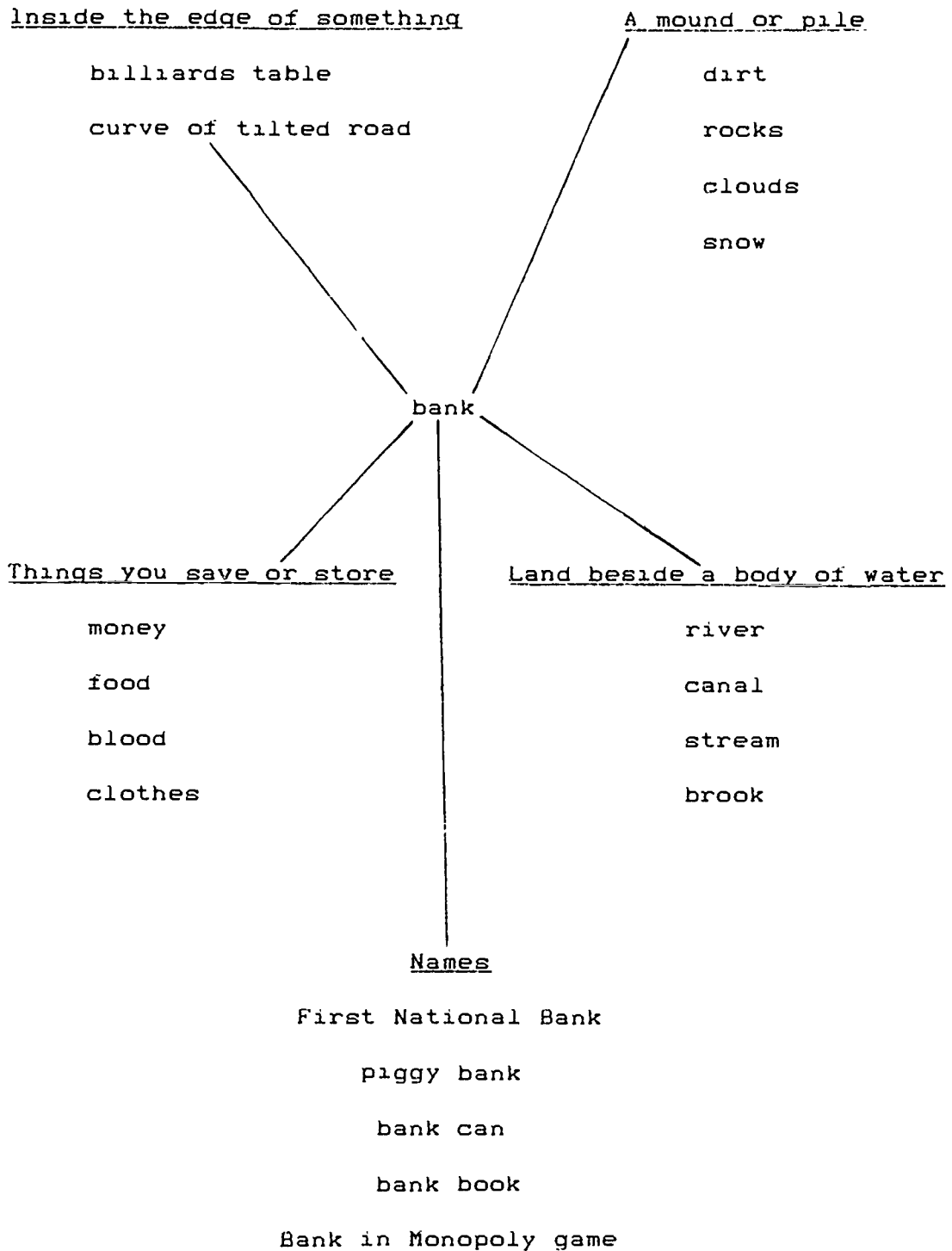vocabulary instruction. Journal of Reading, 29,
662-668.

Figure Caption

Figure 1.   Word Web for bank.

Appendix

Sample Items from the Test of Words with Multiple Meanings

(Illustrated by Mary E. Pilewski Paul)

Inside the edge of something   A mound or pile

        billiards table   dirt

        curve of tilted road   rocks

                                                clouds

                                                snow

                        bank

Things you save or store   Land beside a body of water

        money   river

        food   canal

        blood   stream

        clothes   brook

                        Names

                First National Bank

                    piggy bank

                    bank can

                    bank book

                Bank in Monopoly game

_____

Note: Students can be asked to create phrases or

        sentences that express the various meanings of
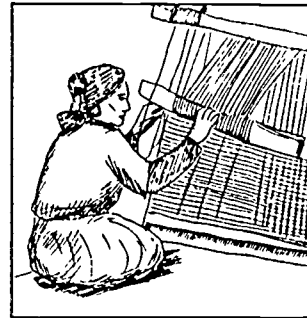
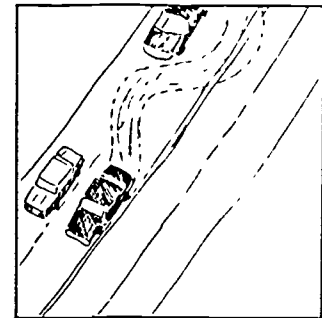   bank (Paul & O'Rourke, in press).
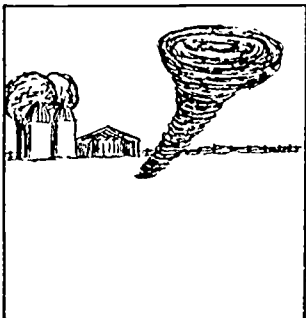
24

3. weave

A   B   C   D   E

4. fire

A   B   C   D   E

25

26