healthlink WORLDWIDE

Resource centre manual

How to set up and manage
a resource centre

August 2003

CONTENTS

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Dedication

This manual is dedicated to the memory of two women who each in their different ways worked tirelessly to ensure better access to information: Dr Katherine Elliott, founder member of Healthlink Worldwide (formerly AHRTAG) and editor of Healthlink Worldwide's first newsletter, *Dialogue on Diarrhoea*, and Dr Deborah Avriel, Chief of Health Literature Services, World Health Organization, who devoted much time and energy to lobbying for improved access to health information, especially for those in sub-Saharan Africa.

About Healthlink Worldwide

Healthlink Worldwide is a communication and information organisation that works in partnership with organisations in developing countries to strengthen: the local provision, use, and impact of health communication, and advocacy initiatives that increase participation and inclusion.

In order to do this effectively, we have developed an approach we call **communicating through partnership**, which emphasises:
- Strengthening the communications capacity of civil society organisations in the South
- Strengthening the voice of vulnerable and marginalised groups
- Linking information and communications activities with other work such as advocacy and lobbying.

Healthlink Worldwide works with over 20 partners in Africa, Asia, Latin America and the Middle East.

One of the principles behind Healthlink Worldwide's work is a belief in information as a means of empowering people working in the front-line of health and development. We are a partner in the **Source** International Information Support Centre, which is designed to strengthen the management, use, and impact of information on health and disability (see over page for information about Source). We also publish resource lists, training materials, newsletters and booklets. You can find these in the Publications section of our website.

Healthlink Worldwide believes in working cooperatively with other agencies and provides consultancy and training in establishing resource centres, and information and knowledge management.

Until 1998, Healthlink Worldwide was known as AHRTAG (Appropriate Health Resources and Technologies Action Group).

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About Source International Information Support Centre

Source is an international information support centre designed to strengthen the management, use and impact of information on health and disability. Source is a collaborative venture of four partners: Healthlink Worldwide; the Centre for International Child Health, which is a department of a university; Exchange, which is a health communication programme; and Handicap International, a disability and development NGO.

Source has a unique collection of over 20,000 health and disability information resources. These include published and unpublished materials, many of which are from developing countries and are not readily available elsewhere in one collection. Subject areas include adolescent and child health, disability, disease and disease control, evaluation, health communication, HIV/AIDS, information management, poverty and health, primary health care, and reproductive and sexual health.

Visit the Source website at **www.asksource.info** to access:
- Source **bibliographic database** which holds details of a unique collection of over 20,000 health and disability information resources, including books, manuals, reports, posters, videos and CD-ROMs. Many materials are from developing countries

- Source **contacts database** which allows you to search for organisations – including publishers, distributors, information providers and training organisations – working in health and disability worldwide

- Source **newsletters and journals database** which holds details of over 150 international newsletters, magazines and journals which are available free or at low cost to readers in developing countries, including links to the full text of the newsletter where possible.

The combined information support centre is designed to meet the information needs of individuals and organisations working in health, disability and development worldwide. These include health workers, researchers and students, non-governmental and government organisations and disabled people's organisations.

Source is located in the library of the Institute of Child Health (ICH) and is open to visitors Monday to Friday from 9:00–17:00. For further information or to arrange a visit contact:
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Foreword

Since its foundation in 1977, Healthlink Worldwide (formerly AHRTAG) has supported primary health care as a means of achieving health for all, regardless of class, gender and race. Access to appropriate, relevant and up-to-date information about health and development issues plays a vital role in enabling health workers, managers and policy makers to make informed choices and improve their skills and knowledge.

One of Healthlink Worldwide's key strategies has been to develop a resource centre and a range of information services focusing on the practical aspects of implementing primary health care programmes, and to provide technical support to resource centres. Healthlink Worldwide has supported the development of resource centres in a number of countries, primarily in Africa, Asia and the Middle East.

Over the years, Healthlink Worldwide has received many requests from organisations working in primary health care and related fields for support in setting up resource centres, such as: What issues should we consider when setting up a resource centre? What classification scheme should we use? Should we set up a resource centre, although we don't have funds for a computer? What software would you advise us to use? How can we get people to use our resource centre? What ideas do you have to help us raise funds?

This manual provides the answers to these and many more questions. It contains practical information on all aspects of setting up and managing a resource centre, from planning, fundraising and finding a suitable location, to collecting and organising materials, developing information services, and monitoring and evaluating the work of the resource centre. It assumes that most readers will use manual systems for organising information, but also explains how computers can be used in resource centres, including e-mail, Internet and databases. It describes how to select database software, and contains a detailed review of three leading database programs. It includes a list of organisations and publications that can provide further information.

The content includes practical information, checklists, tips, examples and illustrations, which can be used for reference or training. Any pages may be photocopied to use as handouts or adapted for other materials, provided it is for educational purposes and the source is acknowledged.

This manual will be of use to people who are involved in setting up a resource centre, whatever its size. Some of the procedures described are more applicable to large resource centres containing several thousand materials – for example, a resource centre supporting a health service training institution – but much of the information also applies to smaller collections. The list of recommended reading in the Further Reading section includes publications that are relevant to different sizes of resource centre.

The information in this manual is drawn from the experience of Healthlink Worldwide and its partners in developing resource centres specialising in health and disability issues. Although it includes many references to the health sector, the same principles apply to resource centres specialising in other areas, such as education, environment or agriculture. It is hoped that this book will also be useful to those working in other sectors.

If you have any comments or suggestions for how to improve future editions, these would be very welcome.

Introduction

Who needs information?

Health, rehabilitation and community workers, educators, researchers, policy makers, managers, local communities and self-help groups all need information. Information is especially important for training health workers. There is plenty of evidence that access to the right information at the right time can mean the difference between life and death. Former executive director of UNICEF, James Grant, estimated that getting medical and health knowledge to those who needed it, and applying it, could have prevented 34 million deaths each year in the late 1980s.

Health sector reforms, changing disease patterns, and advances in technology make it vitally important that everyone involved in health care and promotion has access to relevant information – not only during their initial training, but throughout their working lives, to enable them to keep up-to-date and develop their skills.

Health workers and educators need basic data on the disease profiles of the local area, the latest techniques in diagnosis and treatment, how to communicate with patients, how to work with other sectors such as education or environment, ideas on how to undertake health promotion, and, increasingly, good information about how to run a health centre or a small health post.

Health, community and rehabilitation workers may need to gain a better understanding of the needs and rights of disabled people, and learn how to support disabled people to lead as full a life as possible.

Researchers need factual information on the area they are researching, and they need to know what research is being carried out, or has been completed and the results, to ensure that they are not duplicating any work.

Policy makers and managers need information on epidemiology, population size and characteristics, finances, staffing needs and facilities. They also need information on disadvantaged groups, the work of other sectors that contribute to health, and structures that promote community involvement.

Local communities and self-help groups need to learn how to participate in planning, implementing and evaluating programmes, promote healthy living and prevent disease, campaign for better services, promote their own services, and learn about their rights.

How can resource centres help?

Information plays an important part in the wider learning process – helping health workers to understand the context of their work, follow new approaches, undertake new responsibilities, improve their practice and remind them of basic concepts.

Learning takes place not only at workshops or on training courses, but also through discussions with colleagues, practical experience, and consulting newsletters, books and audiovisual materials. Resource centres can support a wide range of learning activities by making information available. By helping health workers learn, they can play a valuable part in improving the health of a nation.

A concern for equity – a key principle of primary health care – means that information, like health care, should be accessible to all. But in many developing countries, access to information is limited, especially information relevant to local conditions. Locally produced information is often unavailable, while information produced outside the local area may be inappropriate or too expensive.

Resource centres have an important part to play in improving access to information. A resource centre collects and organises materials that are useful to a particular group of people, such as health workers. Materials may be very varied, including training manuals, handbooks, reference books, directories, leaflets, posters, games, videos and samples of equipment.

However, a resource centre is much more than a collection of well organised materials. A resource centre actively seeks to share the information that it contains. Resource centre staff encourage people to use the materials. For example, they not only help people to find the materials they need, but they also disseminate information in the resource centre by producing and distributing locally adapted materials and information packs, holding training or discussion workshops, or arranging exhibitions.

A resource centre should aim to:
- create a pleasant environment for learning
- contain a relevant and accessible collection of resource materials (based on the actual needs of users)
- provide a range of information services
- encourage people to use the information in the resource centre
- help users gain access to information from other sources.

Development organisations usually prefer the term 'resource centre' to 'library' to emphasise that this is an active, attractive place where people can relax and enjoy themselves, talk to each other and take part in meetings and training activities.

A resource centre can be any size, from a trunk of books or a few shelves, to a whole room or several rooms. A resource centre may be part of an organisation or an organisation in its own right. It may serve staff within the same organisation, people from other organisations, members of the public, or a mixture. It may be staffed by a volunteer or someone for whom it is only part of their job, or by a team of professional librarians and information scientists who are responsible for different aspects of managing the collection and providing information services. A collection of materials in a hospital or health

centre meeting room, a few shelves in a room at a training institution, or a room in a community centre – all these are resource centres.

The larger the resource centre, the more important it is to have systems for knowing what materials it contains and where to find them. With a small resource centre consisting of a couple of bookcases, it is easy for someone to look at all the materials and find what they need. Perhaps all that is needed is for the materials to be grouped together by subject, and the shelves to have labels showing which subjects are where. In a larger resource centre, however, it would take too long to look through all the shelves, so it becomes necessary to classify materials in more detail and list them in a catalogue (for a medium-sized resource centre) or on a computer database (for a large resource centre).

Whatever the size, all resource centres have the same aim – to meet the information needs of a particular group, or groups, of people.

A resource centre should be a pleasant environment for learning

CHECKLIST: What a resource centre can do

A resource centre can:

1. **Make information accessible**
    - collect and organise materials
    - provide access to materials that are up-to-date and relevant to users
    - provide a pleasant environment for learning and training.

2. **Encourage the use of information**
    - assist users to find relevant information and suggest how they can use it in their work
    - provide materials to support training and health promotion
    - provide information to those responsible for planning, managing and implementing health programmes, including district health management teams and community groups
    - produce information packs and resource lists
    - organise participatory workshops that use materials as tools for problem-solving
    - work with teachers and trainers to identify resource materials for training activities
    - offer an information and enquiry service
    - develop ways to reach potential users.

3. **Produce materials**
    - work with health teams and community groups to document their experience
    - adapt, translate and produce health learning materials.

4. **Strengthen links with other organisations**
    - list local, national, regional and international organisations working in health and related fields
    - develop contacts between organisations working in similar fields, such as the Ministry of Education, Ministry of Water and Sanitation, non-governmental organisations (NGOs) and community organisations
    - identify other sources of information.

Section 1: Planning a resource centre

Planning is important to ensure that the resource centre will serve a useful purpose. Planning starts with finding out what information people need, and deciding how to meet their information needs. It includes developing clear aims for the resource centre, and deciding what activities to carry out to meet these aims. Planning also includes deciding how to evaluate the resource centre, to see how far it is meeting its aims.

Planning is not something that only happens once at the beginning, but is part of a continuing process. The results of evaluation should be used to draw up new plans for developing the resource centre further.

This section includes:
1.1   Assessing information needs
1.2   Planning
1.3   Developing an action plan
1.4   Interviewing Strategic tips and sample questionnaires

Related sections include:
2.2   Advisory committees
8.3   Networks and networking
9   Monitoring and evaluation

1.1 Assessing information needs

It is important to find out about the people who will use the resource centre. This includes finding out what information they need, what information is provided by other organisations, and how far their needs for information are being met. This is known as carrying out a needs assessment.

After the resource centre has been established, a needs assessment should be carried out every one or two years, to ensure that the resource centre continues to meet the information needs of its users.

A needs assessment looks at:

1. **Who the users will be**
    Their age, sex, educational level, literacy level and type of work they do

2. **What their information needs are**
    What main subjects they need information about
    What other subjects they need information about
    What they will use the materials in the resource centre for (in order of priority)
    Which activities the materials will be most useful for
    How important local/national/regional/international information is
    What formats of materials will be useful:
    - articles (for writing reports and getting new ideas for activities)
    - books and other documents (for getting a comprehensive picture of a topic)
    - personal advice (to help plan activities)
    - training manuals (to assist with a training activity)
    - videos (for training and health education)
    - abstracts of published articles (to keep up-to-date on new developments and know what to follow up)
    - newsletters (to find out what new developments are taking place in the subject area, and what other organisations are doing).

3. **What materials are available**
    What other sources of published and unpublished materials exist
    How much materials cost, and whether health workers can afford to buy them
    What gaps there are (in terms of subject, type of material, such as training manual, reference material), language, format (such as book, audiovisual), and educational level
    What other sources of information exist:
    - government services and departments
    - non-governmental organisations (NGOs)
    - mass media (newspapers, radio, television)
    - e-mail and Internet services.

4. How information can be disseminated
What methods for disseminating information would best suit resource centre users (such as resource lists, current awareness bulletins or document supply services)
How feasible these methods are.

A needs assessment can be carried out by interviewing people individually, organising a focus group discussion (a structured discussion with a small group of potential users) or by asking potential users to complete a questionnaire. Interviews and discussions are better, as they provide an opportunity to meet people and discuss their needs. If a questionnaire is used, it should be made easy for people to complete. This can be done by listing the most likely answers, so that people only need to tick a box or circle a word.

It is important to collect only essential information. Too much information can be confusing. Tips for conducting interviews and an example of a needs assessment questionnaire are given in Section 1.4.1.

As well as assessing users' information needs, it is important to find out what information is provided by other organisations. This will help to ensure that the resource centre will fill a gap and not duplicate the work of others. It will also provide an opportunity to contact other organisations working in related areas, which could be useful for future work (see Section 8.3: Networks and networking). Staff of other organisations can be either interviewed or asked to complete a questionnaire.

An example of a questionnaire for other information providers is given in Section 1.4.2.

A focus group discussion can help identify information needs

1.2 Strategic planning

A resource centre needs a clear purpose and overall plan of activities for the longer term. This is known as a strategic plan. The strategic plan provides a framework for making shorter-term plans and decisions. It describes:

- the overall aim or aims of the resource centre during a particular period, such as the next five years (usually one or two broad statements)
- objectives (usually about four to six statements describing different ways in which the resource centre will fulfil its overall aim)
- plans for specific activities (action plans) that will enable the resource centre to meet its objectives.

The strategic plan needs to reflect the resource centre's mission. The mission is usually expressed as a broad statement describing the resource centre's values and what it is setting out to achieve in the long term.

It is important that staff and users are involved in developing the strategic plan, to ensure that their knowledge feeds into it. It is also important for staff to be aware of the strategic plan, so that they understand what the resource centre is aiming to do, whom it is for, what services are available, and why some services are given higher priority than others.

A strategic plan needs to be reviewed and revised regularly. It needs to allow some flexibility for the resource centre to change over time, in response to new needs and circumstances. An annual review helps to incorporate changing needs and circumstances into the plan.

1.2.1 How to develop a strategic plan

The strategic plan should be developed by the resource centre officer, members of the resource centre advisory committee and/or other users, and management staff of the organisation that the resource centre is part of. Overall responsibility for the strategic plan lies with management.

It is best to set aside a day for a strategic planning meeting. Decide whom to ask to the meeting (preferably between five and ten people) and explain the purpose of the meeting to them in advance.

Decide who will facilitate the meeting and who will take notes. Try to hold the meeting in a room where you will not be disturbed. It is useful to have a flipchart and marker pens, and adhesive material or pins for putting up large sheets of paper. It is worth providing refreshments.

Section 1.2.2 lists key questions to consider when planning a resource centre. You can use these to guide your discussions. Allow as open a discussion as possible. Write up all the ideas, and note those where there is agreement. You may find that you come up with 'ideal' objectives that then have to be modified to make them possible to achieve. Objectives should be 'SMART': Specific, Measurable (so you can tell whether they have been achieved), Achievable, Relevant and Time-limited (to be achieved by an agreed time).

You may not be able to finalise the strategic plan at the meeting. You may need to take away the notes and use them to draft a strategic plan, which you can then circulate for approval or comments.

1.2.2 Key questions for planning a resource centre

1. **Vision**
    What do you want the resource centre to be in five years?
    What do you need to enable this to be achieved (in terms of human resources, equipment and financial resources)?

2. **External environment**
    What trends in the health sector or other sectors are likely to influence the resource centre?
    Who are the key information providers working in the health sector and related sectors?
    What links with other organisations might be important?
    What impact might other organisations have on your resource centre?
    What impact might technological developments have?
    What will be the effect of people knowing about the resource centre?

3. **Mission**
    What are the resource centre's values?
    Who will the resource centre serve?
    What are their needs?
    How will the resource centre meet the needs of these people?

4. **Aim**
    What should the broad, long-term aim be?
    How will it support the mission?

5. **Objectives**
    What should the objectives be for the next few years?
    How will they support the overall aim?
    Are they specific, measurable, achievable, relevant and time-limited?

6. **Action plan**
    What activities need to be carried out to achieve the objectives?
    How will these activities be carried out?
    Who will carry them out?
    When will the activities be started and completed?
    Will the activities have measurable 'milestones' and results?
    How will you know when they are finished?
    What resources (such as staff, funds and equipment) are necessary, and are they available?

7. **Communication**
   What are the different audiences that need to be communicated with?
   What messages need to be communicated to them?
   How can these messages be communicated?
   How will plans for communication fit into the overall strategic plan?

8. **Contingencies**
   Have 'what if' situations been worked out and alternative plans been
   considered?
   Are they realistic?

9. **Policies and procedures**
   Have written operating policies been produced for the resource centre?
   Will existing policies and procedures support the action plan?
   Will new policies be needed?

10. **Resources**
    Are resources (funds, equipment and staff) available to implement planned
    activities?
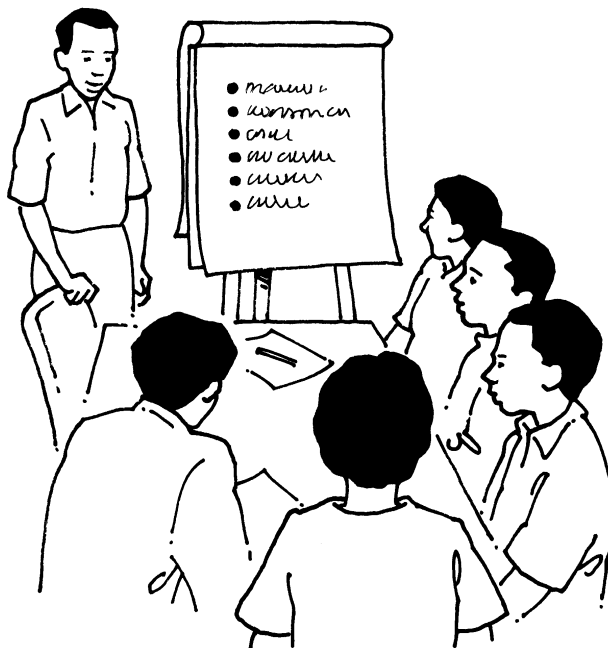   If not, can they be acquired?
    Are estimates of resources needed realistic?
    Can the action plan be used to develop budgets?

11. **Monitoring and evaluation**
    How will the strategic plan be monitored and evaluated?
    Who will be responsible for monitoring and evaluation?

Staff and users can be involved in developing strategies for the resource centre

1.3 Developing an action plan

Developing an action plan means turning ideas raised during strategic planning or evaluation into reality. It means identifying the steps that need to be taken to achieve the resource centre's aims. The resource centre officer and their manager or supervisor should develop the action plan, in consultation with members of the resource centre advisory committee and/or other users.

It is useful to have action plans for each area of the resource centre's work, such as:
- fundraising
- selecting and ordering materials
- organising materials
- computerisation
- providing information services
- promoting the resource centre
- networking and cooperation.

1.3.1 How to develop an action plan

An action plan consists of seven steps: setting objectives, assessing the objectives, identifying action required to meet the objectives, working out how to evaluate the activity, agreeing a time-frame for action, identifying resources (human, financial and technical), finalising the plan, and evaluating the results.

1. **Set objectives**
    You need to identify clear objectives that will guide your work to achieve the resource centre's aims. Objectives need to be achievable – do not be over-ambitious. They need to be measurable (for example, a certain number of activities carried out within a certain period), so that you can know whether you have achieved them. Ask yourself:
    - What do we want to achieve?
      Example of an aim: To disseminate information that will improve local health workers' knowledge of local health problems.
      Example of an objective: To produce and distribute an information pack on malaria diagnosis and management to all health clinics in the district within the next three months.

2. **Assess the objectives**
    Assessment helps to determine whether or not the objective is appropriate. It may result in confirming the objective, abandoning it or revising it. Ask yourself:
    - Is the objective compatible with the resource centre's aims and objectives?
    - Are the necessary resources (funds, equipment, staff) available to reach this objective? If not, are they obtainable?
    - What problems might arise in working to achieve this objective?

- *Example of resources needed to carry out the objective:* staff time, relevant materials in the resource centre or obtainable from elsewhere, stationery, photocopier, postage.
- *Example of revised objective:* To produce and distribute an information pack on malaria diagnosis and management to 20 health clinics and training institutions within the next six months.

3. **Identify action required to achieve the objective**
    A series of tasks needs to be identified for the objectives to be achieved. List these as steps. Ask yourself:
    - What tasks are necessary, in what order, to meet the objective?
      Example:
      1. Plan the content of the information pack and decide how to distribute the packs, in consultation with other staff and users.
      2. Calculate costs and staff time, and make sure that funds and time are available.
      3. Allocate responsibilities.
      4. Gather information for the pack (search resource centre, contact other organisations).
      5. Request permission from publishers to photocopy material.
      6. Photocopy material and prepare packs.
      7. Distribute packs.

4. **Work out how to evaluate the activity**
    Plans for finding out how far the activity has achieved its objectives need to be built into the action plan. Ask yourself:
    - How will we know whether we have achieved our objectives?
      Example:
      8. Contact five clinics to see whether they have received the packs.
      9. Include an evaluation form in the pack, asking health workers whether the information has improved their knowledge, how they have used the information, and how future packs could be improved. Assess the feedback from the forms.

    Then incorporate plans for evaluation into your action plan.
    *Example (showing plans for evaluation in **bold italics**):*
    1. Plan the content of the information pack, ***including evaluation forms***, and decide how to distribute the packs, in consultation with other staff and users.
    2. Calculate costs and staff time, and make sure that funds and time are available.
    3. Allocate responsibilities.
    4. Gather information for the pack (search resource centre, contact other organisations).
    5. Request permission from publishers to photocopy material.
    6. ***Prepare evaluation forms.***
    7. Photocopy material, prepare packs.
    8. Distribute packs.
    9. ***Contact clinics to see if they have received packs.***

10. *Revise plans for distributing packs if they have not reached some clinics.*
11. *Assess the feedback from the evaluation forms and use it to plan future work.*

5. **Agree a time frame**
   As you identify each task, work out how long it will take and when it needs to be done. This will help you to see whether your action plan is on schedule or whether you need to modify the schedule. Ask yourself:
   - What is the actual time required for each individual task? (Be careful not to under-estimate)
   - When will each step be completed?
     Example: Total of 18 days over a three-month period.

6. **Assess the action plan**
   Ask yourself:
   - How will you know whether the individual tasks have been achieved?
   - Have you allowed for possible interruptions?
   - Have you tried to do too much or too little?
   An action plan must be realistic if it is to work. It is easy to over-estimate what you can do, leading to disappointment and failure. For example:
   1. Leaflets that you had planned to include in the pack may have run out and need to be reprinted. Can you substitute something else, or will you need to arrange for them to be reprinted before you can finish preparing the packs?
   2. The member of staff preparing the pack will take annual leave for six weeks during the period in which the pack was planned to be prepared. Can you re-schedule the work, or can someone else do it?

7. **Finalise the action plan**
   Revise the action plan. Obtain feedback and comments from colleagues, and revise it again if necessary.

1.4 Interviewing tips and sample questionnaires

Tips for conducting interviews

- Arrange the interview in advance and explain the purpose of the interview.
- Find out about the person or people you are interviewing in advance, if possible – the type of work they do, and what subjects they are interested in.
- Write down a list of questions, allowing space between questions to write down people's responses. A tick or one-word answer will help your interview flow.
- Think of an opening statement explaining why you are asking these questions, such as: 'We are planning to set up a resource centre for ... and want to ensure that it provides services that you will find useful'.
- Keep interviews brief but cover enough to serve the purpose (30 minutes).
- Finish by thanking the person and saying that when you have completed the interviews and analysed the results, you will distribute a summary of the main points.

1.4.1 Information needs assessment questionnaire (example)

The following questions can be used for focus group discussions, individual interviews or questionnaires. Possible answers to some are listed. It sometimes helps to use these to prompt people. If you use a questionnaire, list possible answers with a 'tick box' beside them, so that people only need to tick a box.

1a. Please tell us briefly about the work that you do.
    For example, activities and tasks, people you provide services to (your target audience)

    _____
    _____
    _____
    _____

1b. Please tell us briefly about the main health problems (morbidity and mortality) in your area.

    _____
    _____
    _____

2a. Where do you currently get information?
    ☐ government departments
    ☐ NGOs
    ☐ mass media
    ☐ public libraries
    ☐ other (please specify) _____

2b. Is there a resource centre or library where you have found information that is useful to you? ☐ yes ☐ no
    If yes, where is it? _____

3. What subjects do you need information about and would you like to see contained in the proposed resource centre?

    _____
    _____

4. Which of the subjects you listed above are most important?

    _____
    _____

5a. What type of information would be useful, and what would be the priority?
    ☐ books
    ☐ training materials
    ☐ journals
    ☐ newsletters
    ☐ videos
    ☐ other (please specify) _____

5b. How might you use the different types of information?
☐ self-learning/awareness
☐ teaching/training
☐ working with the community
☐ planning activities
☐ other (please specify) _____

5c. What balance would you like between printed materials and audiovisual materials?

_____

6. What language(s) would you like materials to be in?

_____

7. What geographical focus would be most useful?
☐ local
☐ national
☐ regional and/or international (please specify) _____

8. What services should the resource centre provide?
☐ lending
☐ current awareness (informing users of newly received materials)
☐ resource lists
☐ photocopying
☐ advice on useful resources
☐ other (please specify) _____

9. What equipment and teaching aids would you find useful?
☐ video player
☐ slide projector
☐ overhead project
☐ duplicating machine
☐ photocopier
☐ other (please specify) _____

10a. Where would you like the resource centre to be located?

_____

10b. When would you like the resource centre to be open?

_____

11. Are there any other issues that we should take into consideration?

_____
_____
_____

1.4.2 Questionnaire for other organisations that provide information

On the next page is a sample questionnaire for other organisations that provide information. You may need to change parts of it to suit your needs, such as the categories listed under the question, 'Who uses the information in your resource centre?'

Remember to include an introductory paragraph, explaining why you are asking people to complete the questionnaire. It is also useful to include a date by which you would like the questionnaire to be returned. Remember to include the address for returning the questionnaire.

Questionnaire for information providers

We are planning to set up a resource centre, and we are currently assessing the information needs of people who will use it. As part of this needs assessment, we are carrying out a survey of other organisations that provide information. Your answers to this questionnaire will help us to ensure that the new resource centre will not duplicate existing services.

We would be very grateful if you could complete this questionnaire and return it by *[add date]* to: *[add your name and address].*

1. **Your organisation**
   Name of organisation   _____
   Physical and postal address _____
   _____
   Telephone _____ Fax _____
   E-mail _____ Website _____
   Contact person's name and job title _____
   Number of staff   _____
   Main activities _____
   _____
   _____
   _____

2. **Resource centre**

   a. Briefly describe the role of the resource centre and its main activities.
      _____
      _____
      _____
      _____

   b. Is anyone responsible for information activities? ☐ Yes ☐ No
      If yes, please give job title, experience and how much time is allocated to information-related activities.
      _____
      _____

3. **Collection size and content**

   a. How many materials are in the resource centre? _____

   b. What are the main subject areas? _____

   c. What formats do you collect?
- ☐ books
- ☐ journals/newsletters
- ☐ videos
- ☐ CD-ROMs
- ☐ slides
- ☐ posters
- ☐ others (please list) _____

   d. What gaps exist in the information collection?
Please specify type, e.g. reference material, language, format (book, manual etc), educational level.

_____

4. Information sources and use

   a. What other resource centres exist locally?

_____
_____

   b. What organisations, nationally, regionally and internationally, do you get information from?

_____
_____

   c. Who uses the information in your resource centre?
- ☐ teachers/trainers
- ☐ hospital workers
- ☐ community health workers
- ☐ community groups
- ☐ others (please specify) _____

   d. How is the information used?
- ☐ teaching and training
- ☐ share with colleagues
- ☐ personal reference
- ☐ basis for developing own materials
- ☐ research
- ☐ problem-solving (give examples if possible)
- ☐ other (please specify) _____

5. Organisation of information

   a. How do you store your information materials?
- ☐ in box files
- ☐ organised on shelves
- ☐ heaped on shelves
- ☐ no organised order
- ☐ other (please specify) _____

b. If your information is organised, what classification scheme do you use? Please give details or attach an example.

_____

c. What systems for processing and accessing the information have been developed?
☐ card catalogue
☐ computer database
☐ database on website
☐ other (please specify) _____

6. Information services

What are the main information services offered by your resource centre?
☐ lending
☐ current awareness (informing users of newly received materials)
☐ resource lists
☐ photocopying
☐ advice on useful materials
☐ Internet
☐ e-mail
☐ CD-ROM
☐ other (please specify) _____

7. Access

a. How accessible is the resource centre to users (steps, layout, narrow corridors)?

_____

b. What are the resource centre's opening hours?

_____

c. Is it easily accessible (for example, is it near public transport)?

_____

d. How are the shelves laid out (in rows, or round the edge of the room)?

_____

Thank you for completing this questionnaire.

Section 2: Management and finance

This section includes:
2.1   Staffing
2.2   Advisory committees
2.3   Financial planning
2.4   Fundraising and income generation

2.1 Staffing

A resource centre needs competent and enthusiastic staff. Staff need to be selected carefully and encouraged to improve their knowledge and skills through ongoing training.

A large resource centre containing several thousand materials and providing a range of information services will need at least two full-time members of staff (or equivalent) – a resource centre officer, who has overall responsibility for developing and managing the resource centre, and a resource centre assistant to carry out routine tasks such as ordering and receiving materials. A resource centre with fewer materials or offering fewer services will need only a resource centre officer.

Ideally, the resource centre officer should have both knowledge of the subject area, and experience or training in resource centre work. If the person appointed lacks experience in resource centre work, it is important to provide training.

If it is not possible to appoint a resource centre officer with knowledge of the subject area, it is important to identify someone who has this knowledge, who can supervise and/or liaise with the resource centre officer. This person needs to be able to discuss the information needs of people who will use the resource centre, and to understand the importance of access to and use of information. This person could be another member of staff or a member of the resource centre advisory committee, if there is one (see Section 2.2).

If staff are seconded to the resource centre for part of the day, it is important that they have sufficient time for resource centre work. Otherwise they may not be able to do a satisfactory job, and may become demotivated. It is also important that the other work they do is complementary to their resource centre work. For example, if their work also involves training, publications development, outreach, advocacy, health promotion or counselling, this work and their resource centre work will each be useful to the other.

2.1.1 Job descriptions

A job description and person specification (a list of qualifications and experience necessary to do the job) need to be drawn up for each member of staff. This will help to recruit the right people and enable them to know what work they are expected to do.

Section 2.1.2 is a sample job description and person specification for a full-time resource centre officer. An alternative might be to recruit two resource centre officers to job-share, or employ volunteers. Volunteers should also have job descriptions.

If it is not possible to appoint a full-time resource centre officer (or equivalent), at least six to eight hours per week should be allowed for resource centre duties.

This would enable the resource centre to be open for at least two hours a day for three days a week, and would allow two hours a week for administrative duties.

If the resource centre is only open to staff within the same organisation, it could be open when resource centre staff are not on duty.

2.1.2 Sample job description of a resource centre officer

Resource Centre Officer

Background
The aim of the resource centre is to assist in the overall goal of the organisation to achieve health for all by collecting, organising and disseminating information in health and health-related fields. The resource centre serves staff of the organisation, including those responsible for training and those undertaking research. The resource centre is guided in its implementation and development by the Resource Centre Advisory Committee. The Resource Centre Officer is accountable to the Head of Information.

Main responsibilities
The Resource Centre Officer is responsible for the day-to-day running of the resource centre. Specific responsibilities are to:
- develop a collection policy in consultation with the Head of Information and the Resource Centre Advisory Committee
- gather information and materials to meet the needs of resource centre users, in consultation with the Head of Information and the Resource Centre Advisory Committee
- develop and maintain an effective ordering system for new materials
- process materials, including entering new materials into the accessions register and classifying and cataloguing materials
- ensure that the resource centre is user-friendly and accessible, including assisting users to identify materials
- develop activities in which users can share ideas and concerns on the role of the resource centre
- work with users to identify activities that information could support, and provide materials for those activities
- promote the services of the resource centre through activities such as displaying new materials in the resource centre, and at meetings and workshops
- encourage and promote the use of information
- produce regular statistical reports on the functioning and use of the resource centre
- liaise with the Head of Information and the Resource Centre Advisory Committee to implement the resource centre guidelines and procedures.

Person specification
Matriculation
Good administrative skills
Computer skills [if your centre is or may become computerised]
Good working knowledge of English and local language
Knowledge of the health sector
Resource centre experience or training
Able to communicate and work well with users
Able to take responsibility
Friendly, creative and enthusiastic
Committed to the aims of the resource centre

2.2 Advisory committees

An advisory committee representing users of the resource centre can help to
ensure that the resource centre meets users' needs. A small, hospital-based
resource centre could draw on hospital staff; a community-based resource centre
has more varied sets of users to represent.

It is advisable to establish a committee with about five to ten people. The people
should volunteer their time, but should be offered reimbursement of any
travelling expenses.

The committee needs clear roles and responsibilities (see Section 2.2.1).

An advisory committee representing users can help to ensure that their needs are met

2.2.1 Sample responsibilities of a resource centre advisory committee

Resource Centre Advisory Committee

Responsibilities
The committee should:
- advise resource centre staff how to implement the resource centre's aims and objectives
- ensure that the needs of the resource centre and its intended users are being met
- advise and participate in planning activities
- assist with the selection of staff
- participate in developing a collection policy and selecting new materials
- decide the opening hours
- advise whether to lend materials and which ones
- participate in setting budgets
- encourage the use of the resource centre
- ensure that mechanisms are in place for monitoring and evaluating the resource centre.

Committee membership
The committee shall have five members.

Length of membership
Members shall be elected to serve on the committee for two years. They may be re-elected. A chairperson and secretary must be appointed. Other members may be co-opted as felt necessary by the committee.

Attendance
Any member who fails to attend three meetings in a row without good reason should no longer be a member. Another person should be elected in their place.

Official meetings
At least three members must attend a meeting to make the meeting official. If this is not possible the meeting must be postponed.

Number of meetings
The committee should meet every three months. Meetings should be planned at the beginning of the year. Additional meetings may be held when necessary, as decided by the chairperson.

Decisions of committee
Decisions will be passed when more than half the members in attendance agree by a show of hands.

Dissolution
The committee can be dissolved if felt appropriate by the majority of members.

2.3 Financial planning

Responsibility for major financial decisions is likely to rest with a senior member of staff of the organisation or institution hosting the resource centre. The resource centre advisory committee may be involved in helping to set spending priorities. Resource centre staff can manage expenditures for smaller items up to an agreed value.

Financial planning involves:
- establishing the financial needs of the resource centre
- identifying assured and potential sources of income, including income-generating possibilities
- drawing up regular – usually annual – budgets
- developing a plan for fundraising.

2.3.1 How to establish financial needs

Identifying the financial needs of the resource centre is the first step in financial planning. It means looking at the resource centre's objectives and planned activities, and working out what it will cost to meet these objectives and to carry out the activities. This initial financial planning exercise is very similar to drawing up a detailed budget. However, it should include all the things you want to be able to do, in an ideal situation. It should cover a fairly long period, such as three years or five years.

A budget is usually a more defined tool which sets out in detail a realistic expectation of what it actually will be possible to do. It usually covers a shorter period, such as a year.

Both in the larger exercise of identifying the financial needs, and the more detailed annual budgeting, it is important to include all the expected costs of running a resource centre. You will need to find out prices or obtain estimates from suppliers. Costs include capital costs, recurrent costs and possible special project costs.

Capital costs are for items that are bought once (or infrequently) and then used for several years. They include the costs of setting up a resource centre, or of replacing essential equipment or materials, such as:
- furniture
- computer equipment
- photocopier
- video
- duplicator
- overhead projector
- typewriters
- heaters/air conditioners
- bookshelves.

They may also include some initial start-up costs, such as the services of a consultant to plan the resource centre, or the purchase of an initial stock of materials.

It is sometimes useful to divide capital costs into large and small costs. Identifying large costs – for example, specific equipment such as a photocopier or computer – might be helpful in describing specific fundraising targets.

Recurrent costs are costs that need to be met regularly. They are sometimes called running costs or operating costs. They are usually estimated on an annual basis. Start by finding out the current cost. Then add a reasonable amount for inflation to cover these costs in later years. It is useful to know what the expected rate of inflation will be during the period you are budgeting for.

The largest recurrent costs are usually salaries and resource materials. A typical breakdown of recurrent costs might be:

salaries and benefits	60–70%
resource materials	20–30%
stationery/small items	5–7%
insurance	1%

Larger recurrent costs are likely to include:
- staff costs (including salaries, increments, promotions, social welfare contributions, training and travel)
- building rental
- building maintenance
- electricity
- water rates
- telephone, fax, e-mail
- auditors' and bank fees
- new additions to the collection (books, posters, videos, slides)
- annual subscriptions to periodicals
- computer hardware upgrades
- computer software upgrades including anti-virus protection.

Smaller recurrent costs may include:
- producing health learning materials, information packs and so on
- publicising the resource centre
- stationery
- postage
- computer supplies (paper, disks, printer ribbons/toner)
- small library equipment
- insurance
- miscellaneous items.

Special project costs are costs that are incurred to undertake a particular activity. These could include:
- organising a workshop or a training activity based at the resource centre
- developing a particular publication
- making an exhibition or presentation about the work of the resource centre or about one of the topics that it covers.

Once all the possible financial needs are identified, you are ready to look at what sources of income are assured (will definitely provide income) or expected (are likely to provide income).

2.3.2 How to identify sources of income

Depending on where the resource centre is located, there may be funds from a variety of sources to cover at least some of the costs. For example, a small resource centre that is being set up in a training institute, or in a teaching hospital, is likely to receive some funds directly from the institution in which it is based. These may be 'in kind':
- by paying the salary of the person working in the resource centre
- by contributing the building space, maintenance costs and some of the costs of the main utilities, such as heat and light
- by providing administrative or financial support and services.

The resource centre may also receive a direct financial contribution from a parent organisation - a sum of money to purchase essential equipment and materials to use for the general running of the resource centre.

A resource centre that is serving a group or a network of organisations or institutions might receive small, regular contributions or in-kind support from each of them. Local government, non-governmental organisations, religious organisations or professional associations may make regular contributions to the resource centre, because they value its work. You may be able to charge for some services, such as photocopying, or charge membership fees for users, or generate income from sales of publications.

Adding together all of these likely sources of funding and in-kind support will show you how much money you can expect to be available to undertake the activities that have been planned. It is very tempting to be over-optimistic about how much will be raised. It is a good idea, when you are doing your financial planning, to be pessimistic and expect the worst. Unless you have a firm agreement of the amounts that are going to be contributed, it is best not to include these amounts in your financial planning, other than to indicate that there is a possibility of receiving them.

With your optimistic list of financial needs, and your pessimistic list of possible income sources, you are ready to build a realistic budget for the next year, and to identify targets for fundraising.

2.3.3 How to draw up a budget

There are two types of budgets that you need to prepare:
• a minimum budget which is your basic operating budget
• a more optimistic budget which includes activities that you would like to do if the funds are raised.

The minimum budget should be based upon how much income you are certain of receiving, perhaps with a small degree of optimism that savings will be made through the year or that additional funds will come in. Generally, the minimum budget aims to balance the expenditure and income. This is sometimes called an income-led budget.

The minimum budget should list all the expected costs of running the resource centre over the next year. It is built up by taking the prices of each individual item, or estimates from suppliers. It should also include a suitable percentage to cover inflation.

If the resource centre has been running for some time, the annual budget can be based on the previous year's budget, taking into account any new items or services and likely inflation.

Indicate any expected income for the resource centre. Subtracting the expected income from the expected activities should leave a zero balance, or only a very small deficit (loss). If this does not happen, then it means that it is not possible to do all the things included in the expenditure section, unless additional funds can be raised. This means that some expenditure may have to be delayed or cut.

The more optimistic budget is the type of budget that you will usually prepare when you are developing proposals for future work. This type of budget sets out things that you would like to do, if you had the resources. A more optimistic budget helps to identify fundraising targets, because it is almost certain to have a deficit.

Establishing fundraising targets, and identifying work that you would like to do, is the first step in fundraising (see Section 2.4).

2.4 Fundraising and income generation

There are many different ways to fundraise and many different sources of funds. The choice of which methods to use depends on the range of acceptable potential donors (funders) in the area and upon the time and resources available to devote to fundraising.

2.4.1 Generating funds

It is important to identify the financial resources that the resource centre can generate itself. These might include:
- membership fees or fees for using the resource centre
- payment for services provided – such as photocopying or literature searches
- sales of information packs or publications
- acting as consultants to train or advise others.

There may also be a community of users who are prepared to make a voluntary contribution to the work of the resource centre, or it may be possible to raise funds by general appeals to the community members.

Contributions from local individuals or organisations could be in forms other than money. For example, people may be willing to volunteer a certain amount of time to help with basic tasks at the resource centre, or to provide a specific technical or professional skill, such as accounting, computing skills, marketing, designing, writing or painting. Businesses in the community might be prepared to provide staff on loan for a period of time to help with particular work, or they might pay for the cost of developing promotional material about the resource centre. They might also have useful materials that they would be willing to donate or lend to the resource centre.

Volunteers may have skills they can contribute to the resource centre

2.4.2 Applying for grants

Another source of funds may be grants from institutions or organisations that have money to finance development, charitable or educational activities.

Most funding organisations have specific requirements or conditions for granting money. Some only give money for certain types of activities, such as education, training or research. Some only give money for certain groups of beneficiaries, such as children, poor people or elderly people. Some only give money for certain locations, such as urban areas, rural areas, developing countries or a specific continent or region. Some only give money for work focusing on a certain topic or sector, such as HIV/AIDS, environment, education or communicable diseases.

2.4.3 How to find out about funders

If you are starting out and don't know any donor agencies (funding organisations), start by making a list. To do this:

- Write to or visit government departments in your country, asking whether they have any funds available for your sort of work.

- Write to or visit embassies in your country, asking for a list of donor agencies in their country.

- Write to or visit the offices of international organisations, such as United Nations agencies, the Organization of Economic Cooperation and Development and the European Union, asking how to approach them for funding.

- Approach local churches or other religious organisations and ask for the names and addresses of their international donors.

- Ask other organisations for names and addresses of donors.

- Ask colleagues and friends.

- Look up donor agencies in your local library, British Council library or other library.

Write to all the donor agencies you can, asking them for their funding criteria and areas of interest. Type the letter on headed paper, explaining who you are and what kind of work you do. Send them a leaflet about your organisation if there is one.

2.4.4 How to apply for grants

Wherever possible, try to have personal contact with the donor agency. Ask for guidelines for presenting proposals (funding applications) and ask what criteria they use to make decisions, what areas of interest they have, and when and

how often they give funds. Some donors will accept funding applications at any time. Some have specific procedures and times for considering funding applications.

Try to talk to someone within the donor agency before finalising any funding applications. You may want to visit the organisation, or ask someone from the funding organisation to visit your resource centre to see the type of work you do.

Once you have identified possible donors, you need to develop a clear funding proposal. The resource centre officer could be responsible for preparing a proposal, in consultation with his or her supervisor or a member of the resource centre advisory committee. The committee might want to discuss the proposal, or other staff in the organisation might be involved in developing and discussing the proposal.

The first time that you send a proposal to a particular donor, it is helpful to include any leaflet that you may have about your organisation, and reports about previous projects. Letters of referral or testimonials about previous work can also be useful. Also enclose your organisation's latest annual report and financial accounts, if they are available.

The way you present the information in the funding proposal is important for convincing the donors that your project is worth funding. Always follow the guidelines set out by a donor, and answer any questions they set. Be precise and clear about what you want to do, how much funding you require and how you will use those funds.

Don't use too many words. Briefly describe the problem you are tackling and how you intend to tackle it.

When you have received funds, remember to say thank you. And remember to keep in touch with the donors and let them know how you are getting on with the project that they are supporting. This may help with future funding.

2.4.5 How to prepare a funding proposal

Follow any guidelines provided by the donor agency. Keep your proposal short and concise. Divide it clearly into sections. If your organisation is already established, add other information such as an annual report and audited accounts as an appendix. But do not add unnecessary documents just to make the proposal look longer. Funders prefer short project proposals.

You will need to include the following:

Title of the project Make sure that the project has a name that clearly identifies it.

Summary This should be no more than one page. It should explain the reason for the project, the aims and proposed activities, how long the project is planned to take and the amount of money needed.

Statement of the need Explain why you want to do this project at this time and why the need for it exists. If appropriate, include a brief description of the geographical area, target group (the people who will benefit from it) and reason for selecting this target group.

Aims and objectives of the project Explain *what* you hope to achieve (not how you hope to achieve it - this comes next).

Strategy Describe *how* you hope to achieve the aims and objectives – what activities you will undertake, including monitoring and evaluation (see below). Be clear about the order in which these activities will be carried out, when each activity will start and how long it will last, and where each activity will be carried out.

Organisational background Briefly describe your organisation, its legal status, and the people who will be working on the project. Explain why you are qualified to do this project. Explain what work you have done previously that has given you the right experience for the project. Explain how this project fits with other activities of your organisation.

Monitoring Monitoring means checking how the project is developing, to make sure that everything is happening as it should, that activities are being carried out on time, and that, if anything goes wrong, there is a system for informing those responsible and putting it right quickly.

Evaluation Evaluation means finding out whether your project has achieved its aims. You must build evaluation plans into your overall strategy. Explain what methods you will use to measure the results of the project.

Budget Make this as realistic as possible. Make sure that items in the budget are consistent with your aims and strategy. Use headings that reflect the way the project will be set up, but that are easy to identify – for example: Salaries, Equipment, Stationery, Communications, Rent, Travel.

Section 3: Space, furniture and equipment

This section includes:

3.1 Location, size and structure

3.1.1 Choosing a location

A resource centre needs to be easily accessible to the people who will use it. Its location will depend on who the users will be and what space is available. It could be somewhere users already go to regularly. For example, if most users will be district health workers, the resource centre could be in the district hospital, or in the district health offices where health workers collect their salary cheques. If most users will be community groups, the resource centre could be near a market place, bus station or school.

It is worth thinking ahead. The resource centre will probably be more sustainable if it attracts a wide range of users, such as practising health workers, medical and nursing students, health educators, members of community health committees, members of district management teams and so on.

It is best to find a location where there are no distractions such as noise and smells. The resource centre needs to be attractive and inviting. It needs to be accessible to everyone who will use it (including people with disabilities). It needs to be easy to find. It is important that it is well signposted and that directions are included in any publicity material (perhaps as a map).

3.1.2 Working out the size

The size of the resource centre will depend on how many people are expected to use it, and what activities are planned to take place in it. It will also depend on how much space is available. It will be necessary to negotiate with administrators to find a suitable site, in view of competing demands for space.

Resource centres can range from a set of shelves in someone's room, to one or more rooms dedicated to the resource centre and related activities. The site needs to be large enough to include:
- space for materials to be shelved
- work spaces for staff and users: desks, tables and chairs
- display area
- space for photocopier, duplicating machine or printing machine, if required
- space for a computer desk, if required
- space for meetings and possibly training activities
- storage space for materials waiting to be processed
- a secure place for expensive equipment such as a video recorder.

TIP: Size of resource centres

In order to aid decisions concerning the appropriate size of resource centres and libraries, guidelines were developed for libraries and resource centres in higher education institutions, which are also adopted by hospital and health resource centres. The recommendation is a minimum of $0.42m^2$ per full time student with a minimum total area of $500m^2$. For non-academic or training institutions, the calculations are usually based on the number of full time staff.

The guidelines also recognise the need for study space. This was originally calculated at a minimum of 1 space per 16 full time students. However due to the current emphasis on self-learning (which requires a greater use of resources), plus the increased use of technology such as computers and videos, it is now considered important to provide more space for study.

3.1.3 Ensuring a secure structure

The building in which the resource centre is housed needs to be in good condition to avoid damage from rainwater. Window shutters and a roof overhang help to provide protection from the weather. Mosquito netting over windows helps to protect both people and materials from insects, especially after dark.

The resource centre should be well lit. Natural light is comfortable for people to work in. However, materials need to be protected from strong sunlight.

Materials and equipment in the resource centre need to be secure from possible theft. It is important that windows and doors can be shut properly and locked when the resource centre is not in use.

3.2 Planning the layout

Before starting to arrange any furniture or equipment, it is best to draw a plan of the space available. The plan can be used to work out the most effective layout.

It is important to notice where the electric sockets are, so that computers, photocopiers and other electrical equipment can be placed near them. It is also important to find out which walls or pillars are strong enough to hold shelves.

Plenty of space needs to be allowed for shelves. The layout should ensure that:
- maximum use is made of the space available for shelving
- shelves are easily accessible to users
- shelves are away from direct sunlight as much as possible.

Activities that will take place in the resource centre need to be considered. For example, if the space will be used for meetings and training, the shelving will need to be arranged in a way that allows enough space for these activities. Space also needs to be allowed for wheelchairs to move about easily.

It is worth thinking about how to make the resource centre look attractive. Plans should include some colourful floor rugs, pot plants, and posters.

3.2.1 How to measure space for shelves

To work out how much shelf space you need, first find out how many books will go on a shelf. To do this, measure the width of a shelf. Then use some books to see how many will fit (not too tightly) on one shelf. Do this four times, using different books each time. Take the average of all four totals. For example, $45 + 57 + 49 + 54 = 205 \div 4 =$ about 51.

Estimate the likely size of the collection over a particular period (such as five or ten years). To do this, take the present size of the collection, estimate the number of materials to be added each year (see Section 4.1.1: Developing a collection policy) and add the figures together. Remember to subtract the number of books that might be discarded. Divide the estimated size of the collection by the number of books per shelf to find out how many shelves you will require.

If shelf space is limited, remember this when you develop and review the collection policy. You will need to specify carefully what subjects and materials are to be added to the collection, and ensure that older or superseded materials (materials that are out of date) are weeded out regularly. You may have to limit the length of time that a particular type of material, such as periodicals, can be kept.

Windows

| Books | Books | Books |

Books

Books

Table

Display

Notice board

Plan chest for posters

Current awareness files

Table

Table

Organisation files

Door

Notice board (outside resource centre)

Journals

Display

Photocopier

Door

Door

Notice board

Shelves

Shelves

RESOURCE CENTRE OFFICER

Desk

TV and video

VIDEO AND COMPUTER ROOM

Computer

Windows   Windows
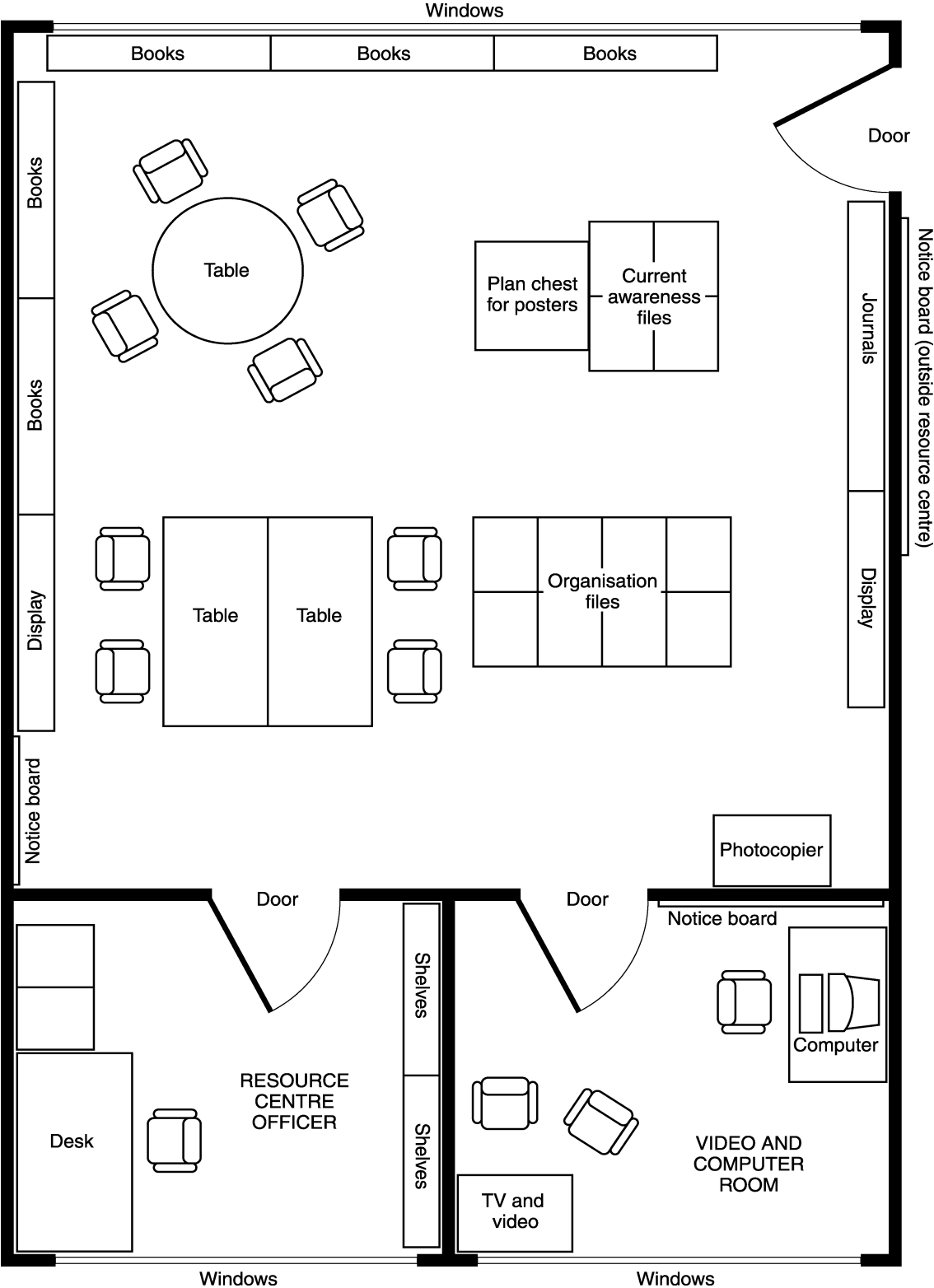
A possible layout for a medium size resource centre

3.2.2 Space for different uses

As well as space for shelves, the resource centre will need space for users, staff, training and meetings, storage, and displays.

People who use the resource centre need space to sit and read the materials. Space needs to be allowed for tables and chairs. Small tables allow more flexibility than large tables. They can be arranged separately or put together to make a larger table when required. Folding tables and chairs are convenient.

Access to a photocopier is useful. If the resource centre is very small, the photocopier could be put outside the resource centre itself, to keep the noise down. The photocopier may also need to be outside the resource centre if it is shared with other departments. However, the photocopier needs to be very close to the resource centre, so that users do not have to go far with materials that they wish to photocopy.

Resource centre staff need their own working space, either in the resource centre or in an adjoining room. Staff need desks, chairs, filing cabinets and shelves.

If the resource centre is in a room that is also used for training, staff need space in an adjoining room, so that they can continue to work when the resource centre is being used for training. If staff have a separate room, it is a good idea to situate the workspace for one or more staff near the main door of the resource centre, so that staff can see resource centre users and assist them if necessary.

Training and meetings are activities that can benefit from taking place in a resource centre, as materials that may be needed are already there. However, if the resource centre is a very busy place - for example, if it is in a training institution - meetings will distract people who are using the resource centre to study. In such cases, it is better to have a separate adjoining room for activities such as meetings, training sessions and showing videos. It is useful to include a noticeboard and table or display rack in this room, for displaying information from the resource centre that relates to the meeting or training session.

Storage space is needed for:
• newly received materials that are waiting to be processed
• older materials that are being repaired or withdrawn
• back issues of periodicals, if there is no space in the main room
• stationery and small equipment
• expensive equipment (which needs a locked cupboard).

Display space is needed for new materials, notices and so on. A table could be used to put new materials on, slanting display shelves could be used for periodicals, and a noticeboard could be used for announcements (see Section 3.3.2: Display equipment).

3.3 Choosing furniture and equipment

3.3.1 Shelving

The resource centre will need shelves for books, reports and pamphlet boxes. Adjustable shelves may be useful to accommodate materials of different heights.

Shelves need to be:
- made from good materials
- strongly made
- supported approximately every metre to prevent sagging
- at least 20cm (8 inches) deep, 30–35cm (12–14 inches) apart in height, with 10–20cm (4–8 inches) between the bottom shelf and the floor to enable them to be cleaned, and to prevent damage from flooding
- preferably without solid backs to allow maximum airflow
- preferably with a top shelf or cover to protect materials if the roof leaks
- braced (strengthened) at the back
- not too high to allow people to reach the top shelf.

Different sizes of shelving units should be selected to suit different spaces (such as low shelving units under windows and higher units along walls, or free-standing units in aisles).

Shelving units can often be purchased ready-made. They come in various sizes, with a varying number of shelves per unit, in different colours and materials (wood or metal). Alternatively, it might be possible to order shelves from a carpenter, which would probably be less expensive and would provide local employment.

Book supports are useful to keep books upright when the shelf is not full (see Section 5.5.1: Shelving materials). It is possible to buy supports or make them from wood, or to use a bean bag (cloth bag with beans or pebbles inside).

3.3.2 Display equipment

Different types of display equipment are useful for displaying different materials.

Noticeboards, bulletin boards or pin boards are useful for displaying information about forthcoming meetings, new materials and so on, and for users to exchange information about topics that they are interested in. At least one noticeboard should be placed in the resource centre. Another noticeboard should be placed outside the resource centre to catch the interest of people passing by, and to show resource centre opening times. Other noticeboards could be placed in other parts of the organisation, such as the reception area, and outside meeting rooms or training areas.

Slanting display shelves can be used to display the latest periodicals received. Back issues of periodicals can be stored underneath.

Wire racks, leaflet dispensers and hanging cloths can be used to display leaflets, pamphlets, periodicals and newsletters. They should only be used to display the most recently received issues of periodicals or newsletters. Older issues can be put in pamphlet boxes on the shelves.
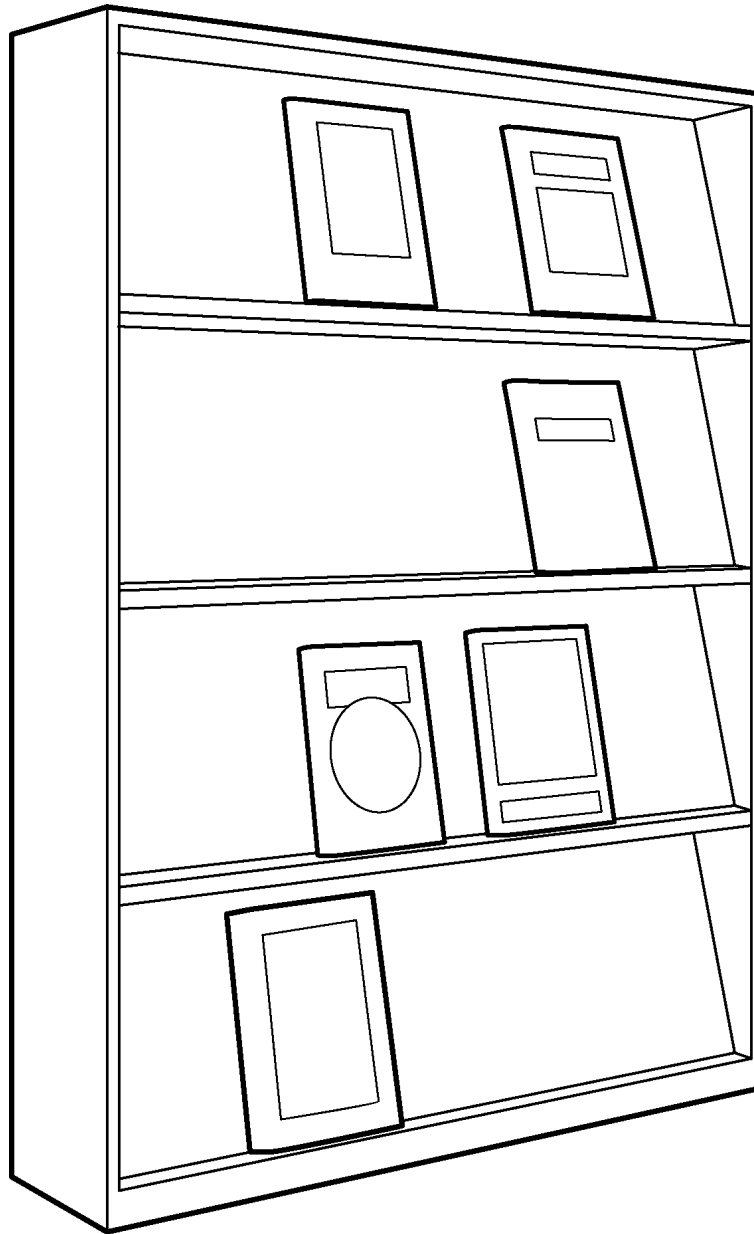
Slanting shelves are useful for displaying periodicals

TIP: How to make a hanging display
You can make a hanging display from cloth, for lightweight resource materials such as leaflets or newsletters.

Take a piece of cloth about 240cm (8 feet) by 100cm (3 feet). Turn under all the edges by about 2.5cm (1 inch). Fold the cloth in two, bringing the shorter edges together. Sew across the cloth about 5cm (2 inches) down from the fold, to make a space to insert a pole. Sew along the other edges, to sew the two folds of cloth together.

Mark places on the cloth to make pockets for leaflets or newsletters, by laying leaflets or newsletters on the cloth and drawing round them in chalk. Sew round the shapes, along the chalk lines.

Cut an opening across each shape about 8cm (3 inches) below the top of the shape. Turn under and sew the edges to prevent them from fraying.

Insert a wooden or metal pole in the space where the cloth is folded. Attach some string to each end and hang up the cloth on a hook.
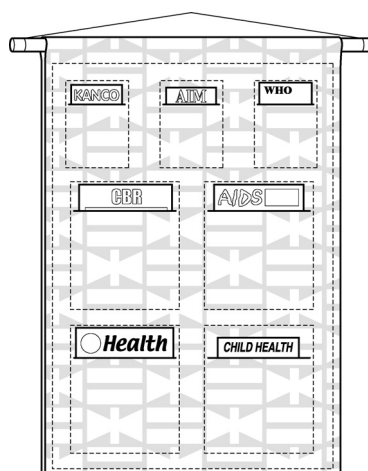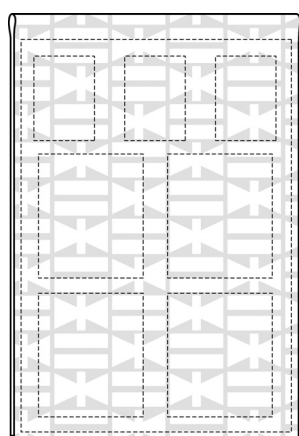
3.3.3 Other furniture and equipment

The resource centre will also need:
- tables, chairs and desks for staff and users
- locked cupboards for video cassettes and other audiovisual materials
- filing cabinets with suspended files for materials such as small reports and papers, leaflets, pamphlets, press cuttings and photographs
- pamphlet boxes for soft-cover materials, such as pamphlets, leaflets, periodicals and newsletters

- plan chest, cardboard box or portfolio for large materials such as drawings or posters
- communications equipment
- small items such as stationery.

Filing cabinets and pamphlet boxes can be used to store many of the same types of materials. Filing cabinets are more useful as it is easier to divide materials into clearly labelled groups, whereas pamphlet boxes usually have to contain materials on several topics to save space on the shelves. Filing cabinets also help to keep materials free of dust.

A list of furniture and equipment is given in Section 3.4.2.
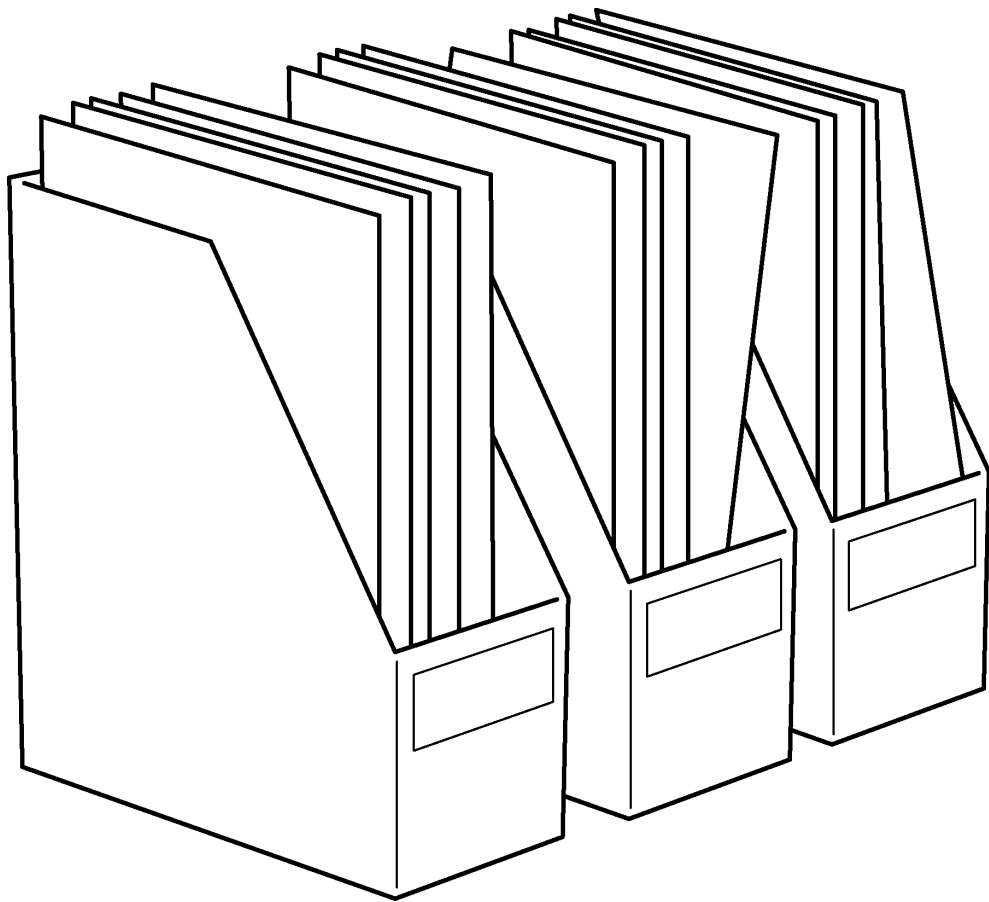
Pamphlet boxes are used for storing materials with soft covers

TIP: How to make a portfolio

Posters need to be stored flat. If you do not have enough room or funds for a plan chest, you could make a designer's portfolio instead. You can stand the portfolio upright behind a set of shelves or beside a filing cabinet.

To make a portfolio, take two pieces of hardboard or very strong cardboard, a little larger than the largest poster to be stored. Make a flexible hinge by sticking strong sticky tape, such as gaffer tape, along one edge of each board, both sides.

Make flaps by attaching a narrow piece of card to each of the other three sides of one of the boards. Attach some cord to the outside edge of each of the two opposite flaps, and to the outside edge of each of the boards.

Tie the cords on the flaps together to prevent the posters from slipping out. Tie the other cords together to close the portfolio.
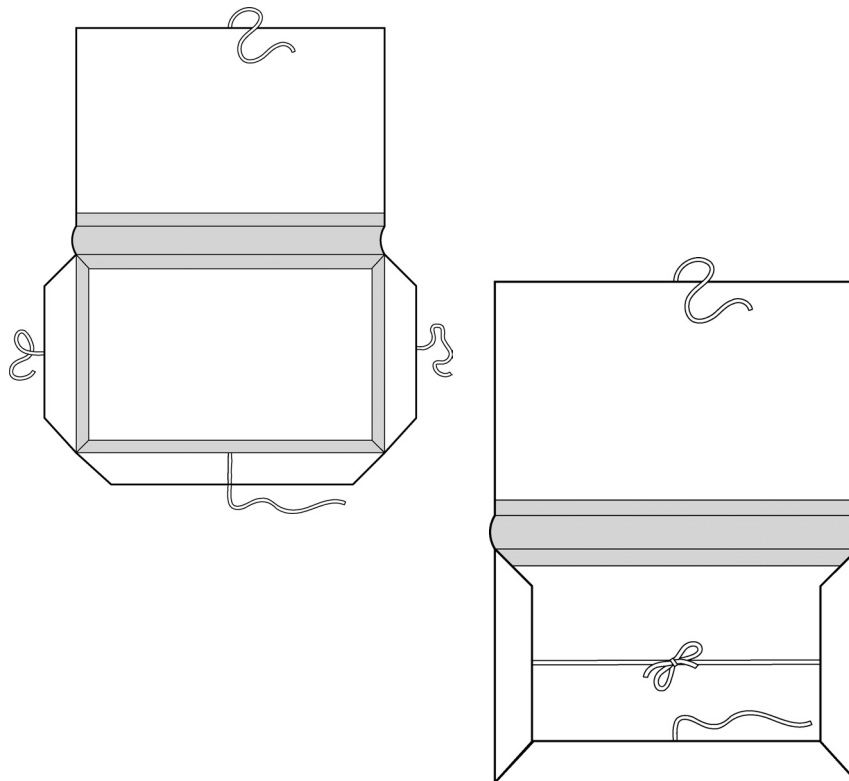
3.3.2 List of furniture and equipment

This is a list of furniture and equipment that the resource centre is likely to need, including consumables (items that will need to be replaced frequently). For more details of computer equipment, see Section 6.

Furniture	Consumables	
Tables and chairs for users	Notebook for visitors	
Desks (or tables) and chairs for staff	Notebook for record of borrowing	
Desk for computer and printer	Notebook for statistics	
Shelving	Notebook for accounts	
Slanting shelves for displaying periodicals		
Filing cabinet(s)	File folders	
Wire racks for leaflets		
Cupboard for TV and video		
Card catalogue cabinet	Record cards	
Stool		
Floor rugs		
Communications equipment	**Consumables**	
Photocopier	Photocopier toner and paper	
Overhead projector	Overhead transparencies	
Slide projector	Spare bulbs for both projectors	
Television		
Video		
Computer	Diskettes	
Uninterruptable power supply (UPS)	Anti-virus updates (every 1–3 months)	
Printer	Printer ribbons and paper	
Telephone		
Small equipment	**Consumables**	
1 pair of sharp, medium-size scissors	Drawing pins	Plain white paper
1 pencil sharpener	Pencils	Coloured paper for displays
1 ruler	Erasers (rubbers)	Envelopes for mailing
1 stapler	Staples	Stamps
1 rubber stamp with name and address	Ballpoint pens	Glue or glue stick
of resource centre	Marker pens	Masking tape
1 date stamp	Carbon paper	Sticky labels (rectangular or
1 ink pad	Ink for ink pad	other shapes in several colours)
1 lockable petty cash box and keys	Paper clips	Sticky tape (plus special Scotch
1 or 2 waste bins	Rubber bands	3M Magic Tape if possible)
At least 2 long, narrow boxes to hold	Black & white	
record cards	permanent ink	

3.4 Taking care of materials

Materials need to be protected from damage by sun, heat, damp, rainwater, fire, dust, animals and insects.

Humidity can cause materials to become mouldy. In dry climates, materials may be damaged by dust or termites. Air conditioning or good ventilation, and regular cleaning, will help to keep materials in good condition.

Fresh air and cleaning will help to control infestation by silverfish. Materials can be protected against ants by placing the legs of shelves in tins of water or a mixture of kerosene and water. If eating and drinking is allowed in the resource centre, the resource centre must be cleaned thoroughly, so that food crumbs do not attract insects or rodents. If necessary, the usual household insecticides should be used. However, they should be used (if at all) at the end of the day, so that they will not be breathed in by users, and the resource centre should continue to be cleaned regularly, so that residues do not build up.

Shelves should not be packed too tightly, as this prevents the flow of air, and can cause damage to materials when removing or re-shelving them.

Any materials that are damaged, but that are important to the collection and cannot be replaced, should be put in strong (labelled) envelopes to prevent further damage or loss of pages.

TIP: How to dust books
Dust books and other printed materials by holding them spine upwards and flicking through the pages to dislodge the dust away from the pages. If you try to dust them by wiping the edges of the pages with a cloth, this can push the dust further into the pages.

Section 4: Developing the collection

It is important to collect only materials that will be useful. Materials that are not relevant to users, or that are badly written or translated, are a waste of time and space. The collection needs to be balanced in terms of subject areas and formats, to meet the needs of all users, not just some.

This section includes:
4.1   Developing a collection policy
4.2   Format of materials
4.3   Sources of materials
4.4   Selecting materials
4.5   Obtaining materials
4.6   Receiving materials
4.7   Updating the collection
4.8   Sample letters
4.9   List of distributors

Related sections include:
1.1   Assessing information needs
2.2   Advisory committees
2.3   Financial planning
7   Information services

4.1 Developing a collection policy

Every resource centre needs a collection policy to ensure that:
• the collection is useful for the people who use the resource centre
• financial and other resources are used well
• the collection does not duplicate other collections that are accessible to users.

Developing the collection policy is the responsibility of the resource centre officer. However, the policy needs to be developed in consultation with the resource centre officer's manager or supervisor and the resource centre advisory committee (if there is one) and/or other users. The policy needs to be reviewed and updated about every two years.

4.1.1 How to develop a collection policy

Start by looking at the overall aims of the resource centre and the needs of existing and potential users (see Section 1.1). Write down the subject areas that are most important. Write down other relevant subject areas. Write down what format of materials and reading level is required for different users of the resource centre. Ask the resource centre advisory committee (if there is one) to help you with all this.

Identify other resource centres that have collections on these subject areas, and consider whether users have access to them. If not, consider whether you can establish a good relationship with any of these resource centres, which might include supplying or lending materials.

Decide and write down how long particular materials should be kept, including issues of periodicals, and when to weed out (remove) materials that should no longer be kept.

This information forms the collection policy. Use the collection policy to help you decide which materials to add to the collection and which to remove.

4.2 Format of materials
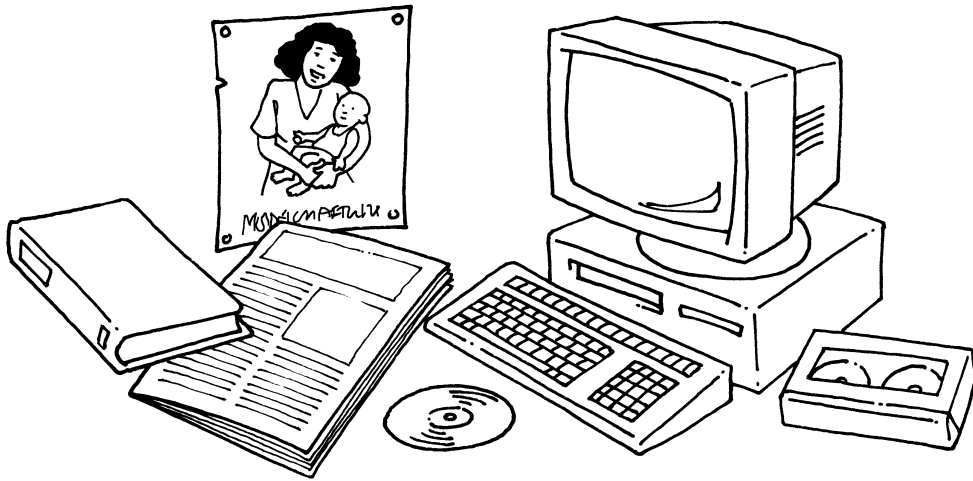
There are many types of information materials

Materials are available in an increasing range of formats. There are four main groups:
- printed materials
- display materials
- audiovisuals
- electronic materials.

Information is also communicated in a variety of other ways.

Printed materials (including Braille materials) are produced by a printing press, computer printer, or photocopier. They include: books, educational pamphlets, government guidelines, handouts, newsletters, organisational reports and other documents, resource lists, research reports, study guides and training materials.

Display materials can be shown without the use of equipment such as a projector. They include: biological specimens, flipchart displays, magnetic or chalkboard displays, photographs, posters, models, flannelgraphs and wallcharts.

Audiovisual materials need equipment to be used. They include: audio cassettes, overhead projector transparencies (OHPs), slides and videos.

Electronic materials need a computer to be shown or used. They include computer-assisted learning (CAL) materials, CD-ROM, interactive video discs, and information available via e-mail and the Internet.

Other ways of communicating information include:

- songs
- plays
- proverbs
- conversations with colleagues
- meetings
- workshops
- contact with individuals or groups around similar subject interests – this is often called networking.

In many settings, these less formal methods of communication are the primary way in which information is communicated. Integrating less formal methods of communication into the work of a resource centre can often improve its use and its impact.

4.3 Sources of materials

A wide range of sources can be used to find out what materials are available. The main sources are:
- producers and distributors
- bibliographic sources
- local information sources
- the Internet.

TIP: Developing contacts

It is a good idea to develop contacts with local, national and international organisations that produce or disseminate information that may be of use to users. Book fairs and exhibitions are a good place to develop contacts. Details of organisations should be kept on file. Organisations should be contacted, asking to be put on their mailing list to receive regular information about new materials.

4.3.1 Producers and distributors

Producers and distributors include:
- specialist suppliers
- commercial publishers
- United Nations agencies
- government departments
- non-governmental organisations (NGOs)
- professional associations
- training institutions
- subscription agents.

Specialist suppliers, such as the African Books Collective, Hesperian Foundation, IT Publications, PACT, Tropical Health Technology and Teaching-aids at Low Cost (TALC), supply materials to developing countries, usually at lower prices than commercial publishers. Suppliers' catalogues are available free on request.
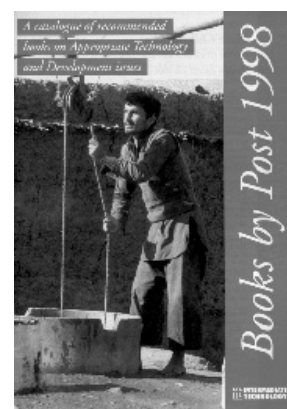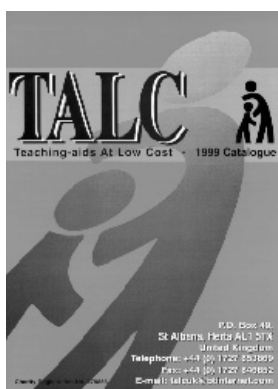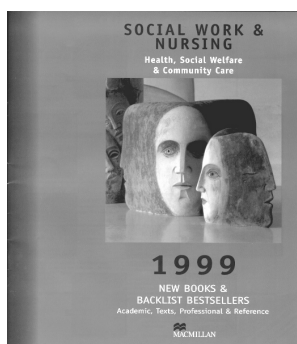
Commercial publishers are organisations that produce materials for profit. Commercial publishers that produce materials on health and development include Butterworth-Heinemann, Macmillan, Oxford University Press (OUP) and Zed Books. Some of the larger publishers, such as Macmillan and OUP, have offices in developing countries, which support local production and distribution of materials. Publishers' catalogues are available free on request.

Most United Nations agencies, such as UNESCO, UNICEF, UNDP, WHO and the World Bank, and **NGOs,** such as AMREF, Healthlink Worldwide, INTRAC, International Planned Parenthood Federation (IPPF), Oxfam, Save the Children (SCF) and Women INK, produce materials, often free or at low cost. Most produce catalogues or publications lists that are available free on request. Government documents from ministries such as the Ministry of Health include important policy documents, guidelines and training manuals.

Professional associations of, for example, doctors, nurses or librarians, produce materials including books, guidelines and newsletters.

Training institutions may produce training materials, including distance education materials.

Subscription agents, such as Swets Blackwell, organise subscriptions to periodicals.

Details of key producers and distributors of materials are given in Section 4.9.

4.3.2 Bibliographic sources

Bibliographic sources include:
- resource lists and bibliographies
- bibliographic databases
- acquisitions bulletins
- book reviews and summaries
- sources of information for articles
- Blue Trunk Library lists.

Some publications are a combination of different types of material providing bibliographic source information.

Resource lists are publications that contain details of materials, usually on a specific subject such as diarrhoeal diseases, disability issues, or reproductive and sexual health. They usually include a brief description of each material, the price, and details of how to obtain the material.

Bibliographies are similar to resource lists, but do not necessarily include information on how to obtain materials. Resource lists and bibliographies are usually available in print or electronic format.

Bibliographic databases contain bibliographic information on computer about publications or articles in periodicals, including the author, title, publisher and price. They use keywords (selected words or phrases) to describe the content. Some include abstracts (summaries of contents). Others include the full text of articles. Many bibliographic databases are available on CD-ROM, the Internet or on-line information services. Bibliographic databases containing details of materials on health and development include African HealthLine, African Index Medicus, CAB Health, Extramed, Source, Medline, and POPLINE.

Type	Art
Update code	Journal articles
RC code	APR97
	Edited
Title	Vector-borne diseases : a short list for community participation
Author	GORDON, Andrew
Pub Date	Sep 96
Collation	p 1-2
Serial Title	Voices from the City
Part	Vol 7
Region	PAHO
	WPRO
	AFRO
	SEARO
Country	Singapore
	Cuba
	Brazil
	India
Subject	DISEASES/DISEASE CONTROL
	Parasitic Diseases
Keywords	malaria
	dengue fever
	prevention and control
	community participation
	urban

Example of a bibliographic database record

Acquisitions bulletins are regular publications that contain details of materials added to a resource centre collection during a particular period. They can be used to find out what has been acquired by other resource centres, and to help identify materials for the collection. The resource centre can either subscribe to an acquisitions bulletin or, if it produces one, it can arrange to receive others in exchange.

Book reviews and abstracts (summaries) in newsletters, magazines and journals can help to assess whether a material will be useful. They often comment on the material, as well as describing the contents. It can be useful to photocopy and file reviews to help select materials. Reviews can also be circulated to users.

Sources of information for articles in newsletters, magazines and journals are often listed at the end of the article. They can be used to identify materials for the collection. However, the materials listed are usually not new, and are more useful for building up a collection in a new subject area than updating an existing subject area.

Blue Trunk Libraries list, produced by the World Health Organization (WHO) Library and Information Networks for Knowledge Programme, lists about 150 publications selected for their Blue Trunk Libraries project. The materials are divided into 14 categories: General medicine and nursing, Community health, Primary health care, Health management and epidemiology, Maternal health and family planning, Child health, Diarrhoeal diseases, Nutrition and nutritional disorders, Essential drugs, Communicable diseases and vaccination, Parasitic diseases and vector control, Sexually transmitted diseases and AIDS, Surgery, anaesthesia and hospitals, and Medical and laboratory technology. See http://www.who.int/library/country/trunks/contents/index.en.shtml

4.3.3 Local information sources

Local sources of information include:
- colleagues in the same organisation
- resource centre users
- other organisations
- research and development projects
- training programmes
- book fairs, exhibitions and conferences.

Colleagues and users of the resource centre are useful sources of information about materials for the collection. They can be asked to suggest materials. For example, they might recommend a manual that they have used during a training workshop, or that has been recommended by another colleague. Members of the resource centre advisory committee (see Section 2.2) should be involved in deciding what to collect, and it is worth encouraging them to suggest ideas.

Other organisations working in similar areas can also be useful sources of information. Resource centre staff may be in touch with staff of other resource centres, or with staff of organisations working in a similar subject area.

Research and development projects, being carried out either within the same organisation as the resource centre or elsewhere, are a source of information on new developments and findings.

Training programmes usually provide participants with handouts, photocopies of sections of materials and reading lists. These materials may themselves be useful additions to the collection, or they may help to identify useful materials. It is therefore good to encourage people to share such materials with resource centre staff.

Book fairs, exhibitions and conferences include displays by publishers and booksellers of new materials.

4.3.4 The Internet

If the resource centre has a computer connected to the Internet, information sources such as electronic conferences or discussion groups and on-line databases will also be accessible. Full-text documents on the Internet can be obtained by resource centres with only e-mail access. They are often advertised on newsletters or through electronic discussion lists. See Section 6.5 for information about Internet services.
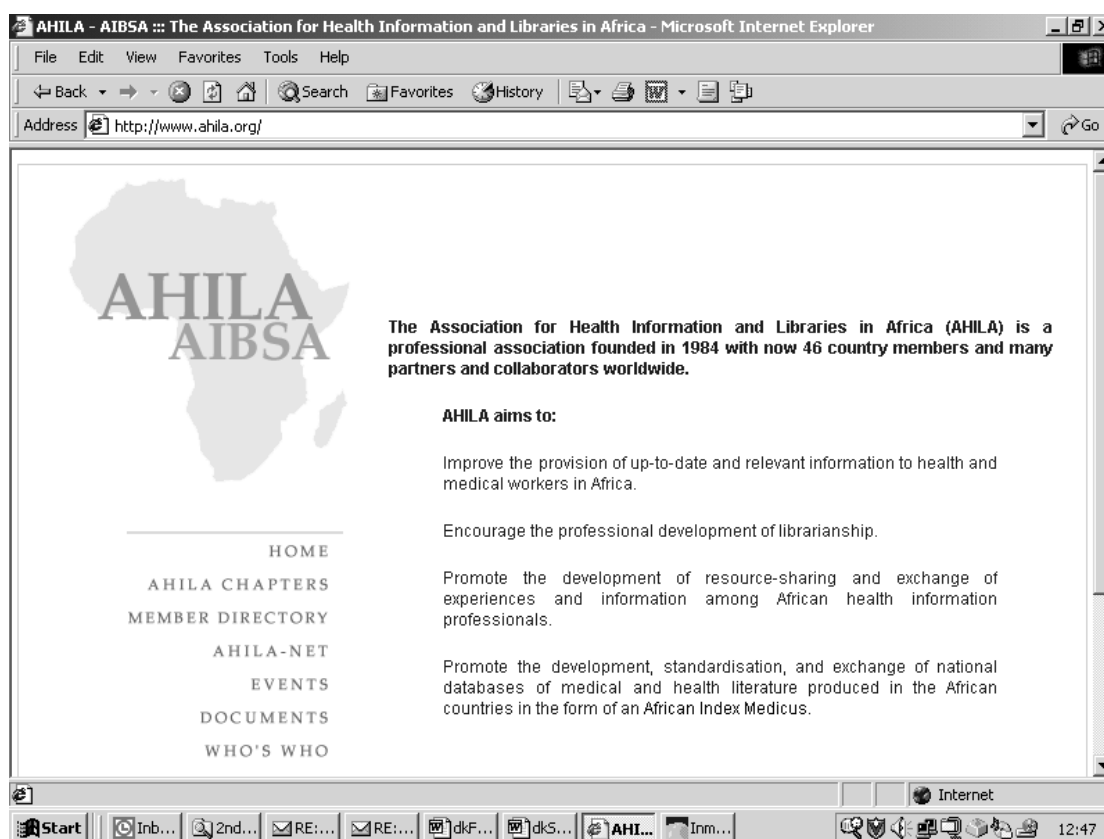
Example of a web page

4.4 Selecting materials

The collection policy (see Section 4.1), which is based on an analysis of users' needs, should be used to help select materials. A range of materials including books, newsletters and videos should be collected, according to the needs of users. Information about other organisations working in related areas should also be collected. It is important to keep in regular contact with other organisations that provide information services.

Selecting materials requires a good knowledge of the existing collection, the subject area, and users' needs. If the resource centre has an advisory committee representing users, selection of new materials should be discussed and agreed with the committee. Other staff and users should pass suggestions to the resource centre officer, who can present them to the committee.

4.4.1 How to select materials

To decide whether to add a particular book, video, article or other material to the collection, ask yourself:

- **What is the content?** If you have a copy of the material, look at the contents page if it is a publication, or summary information if it is a cassette, etc. If you are using a resource list, look at the list of keywords. The title does not always give a clear indication of what the material contains.

- **Who is the material for?** If you have a copy of the material, look at the foreword or introduction, summary information if it is a cassette, or accompanying description. If you are using a resource list, look at the description of the material. Decide whether the material is intended for the people your resource centre is serving. For example, an academic textbook on drug abuse would not be useful for a nurse who wanted practical information about drug abuse for health education work in a secondary school. Similarly, a video on disabled people's rights which was filmed in Africa might not be useful for an Asian audience.

- **Is the information accurate and up-to-date?** Look at the date of publication. If it was more than five years ago, think carefully before ordering it. As a general rule, avoid purchasing anything more than five years old. The exception may be some key textbooks or audiovisual materials.

- **How much does it cost?** Look at the price, if shown. Consider whether the material is worth the money and whether funds are available. Consider whether you may be able to request a free copy (see Section 4.5: Obtaining materials).

- **Does the resource centre lack materials on this subject?** Look at what else you have in your resource centre on the same subject. Does the material fill a gap? Will it improve the collection on this subject?

4.5 Obtaining materials

4.5.1 How to obtain materials

You can obtain materials for the resource centre in several ways. The main ways are:
- gifts and exchanges
- purchasing
- document delivery services.

Gifts and exchanges

Many organisations provide materials free or in exchange for other materials. Accept only those that will be useful. Do not accept any materials that are on a subject of no interest to resource centre users, or that are old or in poor condition.

To obtain free materials, write a brief letter outlining your request. You can either type a new letter for each request, or you could photocopy a standard letter which has spaces for you to write in the details. This is often quicker (see example in Section 4.8). Keep a copy of your letter in the 'Free requests' section of the 'Orders file' (see Section 4.5.2).

Purchasing

The procedure for purchasing materials needs to follow your organisation's financial and accounting regulations. Procedures for purchasing standard items, such as stationery or fuel, may not be suitable for purchasing materials for the resource centre. You may need to develop a procedure for ordering materials, in consultation with the resource centre advisory committee, managers and finance staff.

Books and manuals can be ordered directly from publishers or distributors such as bookshops, specialised booksellers and library suppliers (which supply to libraries but not the public). A sample of key publishers and distributors of health and development materials are listed in Section 4.9. You can place an order by post, telephone, fax, e-mail or personal visit, depending where the supplier is and what facilities are available.

Audiovisuals can be ordered in the same way as books. Remember that there are several different video systems, such as NTSC, PAL and SECAM. Unless you have a multi-system video player, you will need to know which system your video player uses, and check that the video you want is available in that system. When you order, remember to state which video system you require.

Periodicals (newsletters, magazines and journals) are normally ordered direct from the publishers, or through subscription agents. You can ask for a sample copy before taking out a subscription. This will help you to decide whether the periodical will be useful. A letter requesting a sample copy is given in Section 4.8.3.

Document delivery services

Document delivery services enable you to obtain photocopies of articles or borrow materials. They are useful for obtaining key journal articles without taking out a subscription, or consulting a publication or chapter of a book to assess whether it would be useful to include in your collection. They are especially useful for materials that are expensive or not essential to the collection, for example, for users carrying out specialist research.

Document delivery services are usually provided by libraries and documentation centres via an inter-library loan (ILL) scheme. Some organisations will lend whole materials, such as books and videos. Others will only provide photocopies of part of a publication. Remember to check what service is on offer. There is usually a charge, unless you are part of a network of cooperating information services.

You can obtain details of document delivery services from national library services, local library networks, other resource centres working in the same subject area, current awareness services or e-mail discussion groups.

TIP: UNESCO Coupons

It is not always easy to obtain foreign currency to purchase materials from abroad. Therefore in some countries, UNESCO coupons can be purchased in local currency to pay for resource materials in foreign currency. Coupons can be purchased by educators, research workers and students. However, if there is only a limited number of coupons available, the issuing agency decides on an order of priority for the various requests received.

Information about coupons is available from the National Commission for UNESCO, or other agencies where there is no UNESCO office in country.

Coupon users placing orders with suppliers who are unfamiliar with the scheme may experience difficulty in getting them honoured. If so they can request assistance from the Coupons Office in the UNESCO Secretariat. The Office will provide relevant information to the supplier.

Further information is available at:
http://www.unesco.org/general/eng/about/coupon/coupons.shtml

4.5.2 Procedure for obtaining materials

It is important to develop a clear procedure for obtaining materials and keeping records of orders and requests, or to follow any existing procedure that the organisation has for ordering materials. It is also important to obtain only

materials that are in line with the collection policy, and to keep within the budget for purchasing materials.

An 'Orders file' (a ring-binder file labelled 'Orders') should be used to keep copies of order forms or letters requesting free materials. It should include separate sections for 'Purchases' and 'Free requests'. Copies of orders should be filed alphabetically according to the name of the organisation that it is being ordered from.

A separate card file or ring-binder file labelled 'Subscriptions' should be kept for records of subscriptions to periodicals.

Before ordering from abroad, it is worth checking whether the publisher has a local representative in the country. Ordering from a country representative will be easier and will enable payment to be made in local currency.

TIP: Free materials
Some publishers supply materials free to developing countries. Even if a price is shown, single copies may be available free. If very little money is available for purchasing materials, it is often worth writing to the publisher or distributor explaining the situation and requesting a complimentary (free) copy or subscription. It might also be possible to obtain a 'review' copy, in exchange for placing a review of the material in a publication. Or it be might be worth offering to field-test some materials, such as training manuals, with a group of resource centre users, to find out how useful they are, and feed back the results to the publisher.

4.5.3 How to place an order

To order a material, either write a letter, using official stationery, or use an order form – either your own organisation's form or one from a publisher's catalogue. An example of an order form is given in Section 4.8.4.

1. Send your letter or order form. Remember to state what format of material you are ordering, such as book or audiovisual.
    *   For a book, give details of author, title, edition, year, publisher, place of publication, ISBN, and number of copies.
    *   For an audiovisual, give details of title, producer, year, format, and system.
    *   For an article in a periodical, give details, author(s) of the article, title of the periodical, year, volume and page numbers.
    *   For a subscription to a periodical, give details of title, frequency, publisher's name and ISSN if known.
    If you are ordering several materials, attach a list.

2. After receiving your letter or order form, the supplier will probably send you a pro-forma invoice, so that your organisation's accounts department can arrange payment. If you did not know the price of the materials or postage

when you placed the order, and the material turns out to be expensive, you can consider whether to go ahead with the purchase.

Most suppliers send the materials after receiving payment. However, a supplier who knows your organisation may agree to send the material immediately, with an invoice.

Most overseas suppliers accept a cheque drawn on a bank in their own country or from a £ sterling or US dollar account, or a credit card such as Visa or Mastercard. Some provide their bank details so that they can accept payment by bank transfer. Sending cash by post is not recommended.

3. If payment needs to be made in foreign currency, your accounts department should write to your organisation's bank, attaching the pro-forma invoice, and requesting a bank draft in the foreign currency. Send the bank draft to the supplier.

4. Remember to keep copies of all correspondence and transactions in the 'Orders file', so that you can follow up orders and ensure that the materials arrive. Keep a note with each order of the source of the information, such as a publisher's catalogue, resource list or acquisitions bulletin. This is useful in case of any queries relating to the order.

5. Check the 'Orders file' regularly, for example, every two months. If materials have not been received, send a reminder.

4.6 Receiving materials

It is important to follow a standard procedure for receiving materials, to ensure that the right materials have been received, they go to the right place, and payment is made if required. Materials should then be recorded in an accessions register (for books and other individual publications) or on logging cards or logging sheets (for periodicals).

4.6.1 How to receive materials

When an order arrives:

6. Materials are usually delivered with an invoice or 'packing list', which lists the materials and their prices. Check that the details on the invoice or packing list describe the materials supplied. Check that the materials are those that you ordered.

7. Check to see if there is any damage.

8. Note on your original order letter or order form the date the materials were received.

9. Stamp the title page or the first right-hand page inside the book with the resource centre ownership stamp (see Section 3.3: Choosing furniture and equipment).

10. Also stamp a 'secret page'. You need to agree which page this should be for all materials. For example, it could be page 15. Stamp videos, other audiovisuals, posters, periodicals and other materials if possible. Be careful not to stamp over important information.

11. If the materials are incorrect or damaged, return them to the supplier with a letter explaining why you are returning them and requesting replacement materials. Keep a copy of the letter in the 'Orders file', next to the original order.

12. Keep new materials together, ready for recording.

4.6.2 How to record books

Books should be recorded in an accessions register, which is a list of all materials added to the collection. The accessions register can tell you:
•   the date that each material has been added to the resource centre
•   the number of materials in the resource centre – the total number added to the collection, less those that have been weeded out (removed)
•   the number of materials added or removed during a particular period
•   the subject areas to which materials have been added during any particular period
•   the source (publisher/distributor) of materials

- the cost of materials
- publishers or distributors that regularly provide materials free.

The accessions register can be a large, hard-back notebook, or a ring-binder file. If you have a computer, you could include details of new acquisitions in a database, and do without a separate accessions register. However, if there is only one computer and it is in great demand, an accessions register is often a quicker way of recording additions and deletions, or noting statistics. The additions and deletions can be entered onto the computer later.

Details of new materials should be added to the accessions register the day that the materials arrive, or as soon as possible afterwards. If materials arrive in a batch, record the whole batch before moving on to the classification process. This makes better use of time.

The accessions register should include a brief description of each material, including:
- accession number (see below)
- date the material arrived in the resource centre
- author (only the first author, if more than one)
- title (abbreviated, if long) and edition
- place of publication
- publisher
- year of publication
- price
- source
- classification number (added later when the material is catalogued)
- notes/remarks, such as condition of the material when it arrived.

An accessions register contains a brief description of all the materials in the collection.

Each material needs an accession number (identification number). Number the materials in the order that you obtain them, starting with number 1. This way, the last number in the accessions register will show how many materials have been added to the collection. To find out the number in the collection, take away the number that have been weeded (removed).

You can either have one accessions register for all materials, or separate accessions registers for different types of material. For example, you could have one accessions register for printed materials and one for audiovisual materials. Separate accessions registers make it easier to find out how many of a particular type of material are held in the resource centre.

After recording a material in the accessions register, write the accession number inside the stamped area, or close to the stamped area if there is no space inside. If you have a lending service and use loan slips (see Section 7: Information services), paste a loan slip onto the first right-hand page. The materials are

now ready to be classified and catalogued (see Section 5: Organising the information).

Accession no.	Date arrived	Author	Title	Place of publication	Publisher	Year of pub'n	Price	Source	Class. no.	Notes
1	25/3/99	Irene Akua Agyepong	The Malaria Manual	Geneva	UNDP	1995	-	UNDP	HC7.2 AGG	
2	25/3/99	Mary Ngechu.	Small Insects, Big Trouble	Geneva	WHO	1996	-	WHO	HC7.2 NGE	Audio-cassette

Example of an accessions register

4.6.3 How to record periodicals

Periodicals (journals and newsletters) are not normally recorded in the accessions register. They can be recorded in two ways. You can either use cards, using a separate card for each periodical, or you can use a 'logging sheet' produced on a typewriter or computer. The cards or logging sheets are filed alphabetically by periodical title in a card file or ring-binder file labelled 'Periodicals'.

To complete a logging card or logging sheet, write the title of the periodical at the top. Enter the following details:

- how long the periodical will be kept (for example, indefinitely, one year, five years, current issue only)
- whether the volume will be bound when complete (tick if yes/cross if no)
- whether the periodical will be displayed on shelves (tick if yes/cross if no)
- circulation list: who should receive the periodical (names or initials).

> **TIP: Circulating periodicals**
> Some resource centres circulate periodicals to staff of the organisation that the resource centre is part of. A word of warning: some staff may keep the periodicals for a long time, meaning that resource centre users cannot see them. You could give staff a 'return by' date (allow a maximum of a week) and explain that you will collect the periodicals if they are not returned by this date. However, this is difficult to do for periodicals that are circulated to several staff. If you have a photocopier, you could circulate a photocopy of the contents page, so that staff can come to the resource centre to read articles of interest to them. You could also put a copy of the contents pages on a noticeboard.

Africa Health   Display   ✓
                                   Keep   *5 years*
                                   Bind   ✗
                                   Circulate *SD, VR, SS*

Year   Vol.   No.
1999   19   *1, 2, 3, 4, 5, 6*
2000   20   *1, 2, 3*
2001

Africa Health		Display ✓				Keep *5 years*	Bind *✗*
Year	**Vol.**	**Number**				**Circulation**	
1999	19	*1*	*2*	*3*	*4* *5* *6*	*SD, VR, SS*	
2000	20	*1*	*2*	*3*		*SD, VR, SS, AC*	
2001							

Example of a logging card or logging sheet

4.7 Updating the collection

From time to time the collection needs to reviewed. This may include weeding out (removing) some materials, and deciding what new subject areas or types of material to include.

It is best to review the collection once a year, setting aside a few days, depending on the size of the collection. The review should be carried out by the resource centre officer in consultation with his or her supervisor, members of the resource centre advisory committee and/or other users. The supervisor or advisory committee should take responsibility for deciding what to remove or add.

The task will be easier if a needs assessment has recently been carried out, and if older editions of materials are weeded out regularly when new editions arrive.

4.7.1 How to review the collection

Before you weed out or add any materials, make sure that you know what materials are available elsewhere, either locally, or via a document delivery service.

1. Remove any materials that are no longer suitable, such as those that are out of date, or those on subjects that are no longer of interest to users. You may be tempted to keep everything – resist the temptation! Focus on quality, not quantity.

2. Remove any dirty or damaged materials. They waste space and can hinder access to more useful materials. They can also create the impression that the resource centre is not cared for. If the material is important to the collection and a new copy cannot be obtained, the material can be kept in a strong (labelled) envelope to prevent further damage or loss of pages.

    You may be able to sell discarded materials as waste paper, or you may be able to offer them to another organisation if they are in good condition and of interest to them.

3. Remember to amend records of materials that you have removed. Cross out records of weeded materials in the accessions register and write down the date that they have been weeded. Keep a running total of weeded materials. You will also need to amend or remove the catalogue cards.

4.8 Sample letters

4.8.1 Letter requesting free materials
Attach this letter to the order form (see Section 4.8.4)

<div align="right">
Health Information Project
PO Box 111
Capital City
Ghana
</div>

Date _____

Dear Sir/Madam

The Health Information Project is a registered non-governmental organisation that provides practical information to primary health care workers throughout Ghana. We have a resource centre containing 5,000 books, journals, training manuals, reports and audiovisual materials. We receive about 40 visitors and respond to about 15 written or telephone enquiries each week. We publish a newsletter, *Practical Health*, and we have produced a series of information packs and factsheets to meet requests for information on particular topics.

The Health Information Project receives most of its funding from the national government and overseas funding agencies. Some funds are also generated through membership fees and charges for services such as photocopying and hiring out the resource centre for meetings.

We regularly review the information needs of users through structured needs assessments and informal conversations. We continually need to add new materials to the collection to keep up-to-date with changing needs. However, our budget for new materials is very limited.

I am writing to ask if we could receive a free copy of the material described on the attached order form. We saw it advertised in_____

The material will make a very useful addition to the collection. In particular, we will use it to_____

Thank you for considering this request. I look forward to hearing from you.

Yours faithfully

I C Books
Resource Centre Officer

4.8.2 Letter requesting exchange copy of periodical

<div style="border:1px solid black; padding:1em;">

Health Information Project
PO Box 111
Capital City
Ghana

Dear Editor

We have received a copy of your newsletter _____.
We would very much like to continue receiving it on a regular basis.

The Health Information Project is a registered non-governmental organisation that provides practical information to primary health care workers throughout Ghana. We have a resource centre containing 5,000 books, journals, training manuals, reports and audiovisual materials. We receive about 40 visitors and respond to about 15 written or telephone enquiries each week. We publish a newsletter, *Practical Health*, and we have produced a series of information packs and factsheets to meet requests for information on particular topics.

We would like to suggest that we exchange your newsletter with our newsletter, *Practical Health*. A copy of this is enclosed.

I look forward to hearing from you.

Yours faithfully

I C Books
Resource Centre Officer

Enc: *Practical Health*

</div>

4.8.3 Letter requesting sample copy of periodical

<div style="border:1px solid black">

Health Information Project
PO Box 111
Capital City
Ghana

Date _____

Dear Sir/Madam

The Health Information Project is a registered non-governmental organisation that provides practical information to primary health care workers throughout Ghana. We have a resource centre containing 5,000 books, journals, training manuals, reports and audiovisual materials. We receive about 40 visitors and respond to about 15 written or telephone enquiries each week. We publish a newsletter, *Practical Health*, and we have produced a series of information packs and factsheets to meet requests for information on particular topics.

The Health Information Project receives most of its funding from the national government and overseas funding agencies. Some funds are also generated through membership fees and charges for services such as photocopying and hiring out the resource centre for meetings.

We are interested in your publication _____
Please could you send a sample copy, and provide details of frequency, subscription rates and postage charges. Please could you let us know whether you offer any reduced rates, or whether you could offer your publication in exchange for our newsletter.

We look forward to receiving a copy of your publication.

Yours faithfully

I C Books
Resource Centre Officer

Enc: *Practical Health*

</div>

4.8.4 Order form for materials

<div style="text-align: right">

Health Information Project
PO Box 111
Capital City
Ghana

</div>

Date: _____

Contact name: _____

Our reference number: _____

To: _____

_____

_____

ORDER FORM FOR BOOKS, PERIODICALS AND AUDIOVISUALS

Title: _____

Author _____

Publisher/producer: _____

Edition: _____

Publisher/producer: _____

Place of publication: _____

Year published/frequency: _____

Format and system (audiovisuals): _____

ISBN/ISSN: _____

Number of copies: _____

Price per copy/subscription rate: _____

Please send the following, quoting our reference no:

☐ Pro-forma invoice

☐ Review copy

Thank you in advance for your help.

4.9   List of distributors

Academic institutions

Institute of Development Studies (IDS)
Publications Office, University of Sussex
Brighton BN1 9RE, UK
Fax: +44 1273 621202 or 691647
E-mail: publications@ids.ac.uk
Website: http://www.ids.ac.uk/ids

Johns Hopkins University
Bloomberg School of Public Health
Center for Communication Programmes
111 Market Place, Suite 310
Baltimore MD 21202, USA
Fax: +1 410 659 6266
Website: http://www.jhuccp.org/pubs

KIT Publishers
PO Box 95001
1090 HA Amsterdam, The Netherlands
Fax: +31 20 5688 286
E-mail: publishers@kit.nl
Website: http://www.kit.nl/books

Commercial publishers

Butterworth-Heinemann
Customer Service
Linacre House
Jordan Hill
Oxford OX2 8DP, UK
E-mail: bhmarketing@repp.co.uk
Website: http://www.bh.com

John Wiley & Sons, Ltd.
Customer Services Department
1 Oldlands Way
Bognor Regis
West Sussex PO22 9SA, UK
Fax: +44 1243 843303
E-mail: cs-books@wiley.co.uk
(See website for list of regional distributors in
Singapore, Australia, Canada and the USA)
Website: http://www.wiley.co.uk

Macmillan Education
Macmillan Oxford
Between Towns Road
Oxford OX4 3PP, UK
Fax: +44 1865 405701
E-mail: elt@mhelt.com
Website: http://www.macmillaneducation.com
(See website for list of regional distributors all over the world)

Oxford Medical Publications
OUP Customer Services
Saxon Way West
Corby
Northants NN18 9ES, UK
Fax: +44 1536 746337
E-mail: book.orders@oup.co.uk
Website: http://www.oup.co.uk/medicine

ZED Books
7 Cynthia Street
London N1 9JF, UK
Fax: +44 20 7833 3960
E-mail: sales@zedbooks.demon.co.uk
Website: http://www.zedbooks.demon.co.uk
(See website for list of distributors in Africa, Asia, Australasia and North
America)

Government organisations

Department for International Development (DFID)
1 Palace Street
London SW1E 5HE, UK
Fax: +44 1355 84 3632
E-mail: enquiry@dfid.gov.uk
Website: http://www.dfid.gov.uk

USAID Development Experience Clearinghouse
1611 N. Kent Street, Suite 200
Arlington VA 22209-2111
USA
Fax: +1 703 351 4039
E-mail: docorder@dec.cdie.org
Website: http://www.dec.org

German Foundation for International Development (DSE)
InWEnt Capacity Building International, Germany
Development Information Centre (IZEP)
Tulpenfeld 5
D-53113 Bonn, Germany
Fax: +49 228 2434 766
E-mail: izep@inwent.org
Website: http://www.dse.de/dse-e.htm

NGOs

ActionAid
Hamlyn House
Macdonald Road
London N19 5PG, UK
Fax: +44 20 7272 0899
E-mail: mail@actionaid.org.uk
Website: http://www.actionaid.org
(See website for regional offices in Bangkok, Guatemala City and Harare)

African Medical and Research Foundation (AMREF)
AMREF Book Distribution Unit
PO Box 30125, Nairobi
Kenya
Fax: +254 2 506112
E-mail: jireri@amrefhq.org
Website: http://www.amref.org/publications.htm

International Institute for Environment and Development (IIED)
3 Endsleigh Street
London WC1H ODD, UK
Fax: +44 20 7388 2826
E-mail: bookshop@iied.org
Website: http://www.iied.org/bookshop/index.html

International NGO Training and Research Centre (INTRAC)
PO Box 563
Oxford OX2 6RZ, UK
Fax: +44 1865 201852
E-mail: publications@intrac.org
Website: http://www.intrac.org

International Planned Parenthood Federation (IPPF)
Distribution Unit, International Office
Regent's College
Inner Circle
London NW1 4NS, UK
Fax: +44 20 7487 7900
E-mail: distribution@ippf.org
Website: http://www.ippf.org/pubs/index.htm

International Water and Sanitation Centre (IRC)
PO Box 2869
2601 CW Delft, The Netherlands
Fax: +31 15 219 09 55
E-mail: general@irc.nl
Website:
http://www.irc.nl/home/pb/pbhome.htm

Oxfam
c/o BEBC Distribution
PO Box 1496, Parkstone
Poole
Dorset BH12 3YD, UK
Fax: +44 1202 712930
E-mail: oxfam@bebc.co.uk
Website: http://62.173.95.217/oxfam/index.asp

Program for Appropriate Technology in Health (PATH)
1455 NW Leary Way
Seattle, WA 98107-5136
USA
Fax: +1 206 285 6619
E-mail: publications@path.org
Website: http://www.path.org/materials.php

Save the Children Publications
c/o Plymbridge Distributors Ltd
Estover Road
Plymouth PL6 7PY, UK
Fax: +44 1752 202333
E-mail: orders@plymbridge.com
Website: http://www.scfuk.org.uk/functions/indx_pubs.html

Society for Participatory Research in Asia (PRIA)
42 Tughlakabad Institutional Area
New Delhi 110 062
India
Fax: +91 11 608 0183
E-mail: info@pria.org
Website: http://www.pria.org

Voluntary Health Association of India (VHAI)
Tong Swasthya Bhawan
40 Institutional Area, South of IIT
New Delhi 110 016
India
Fax: +91 11 6853708
E-mail: vhai@sify.com
Website: http://www.vhai.org

Women Ink.
International Women's Tribune Centre
777 United Nations Plaza
New York NY 10017
USA
Fax: +1 212 661 2704
E-mail: wink@womenink.org
Website: http://www.womenink.org

Specialist suppliers

African Books Collective (ABC)
The Jam Factory
27 Park End Street
Oxford OX1 1HU, UK
Fax: +44 1865 793298
E-mail: abc@africanbookscollective.com
Website: http://www.africanbookscollective.com

Earthscan Publications Ltd
120 Pentonville Road
London N1 9JN, UK
Fax: +44 20 7278 1142
E-mail: earthinfo@earthscan.co.uk
Website: http://www.earthscan.co.uk

The Hesperian Foundation
1919 Addison Street, Suite 304
Berkeley CA 94704
USA
Fax: +1 510 845 9141
E-mail: hesperian@hesperian.org
Website: http://www.hesperian.org

ITDG Publishing
103-105 Southampton Row
London WC1B 4HH, UK
Fax: +44 20 7436 2013
E-mail: marketing@itpubs.org.uk
Website: http://www.itdgpublishing.org.uk

PACT Publications
1200 18th Street NW, Suite 350
Washington DC 20036
USA
Fax: +1 202 466 5669
E-mail: books@pacthq.org
Website: http://www.pactpub.com

Teaching-aids At Low Cost (TALC)
PO Box 49
St Albans
Herts AL1 5TX, UK
Fax: +44 1727 846852
E-mail: talc@talcuk.org
Website: http://www.talcuk.org

TRIOPS Tropical Scientific Books
S Toeche-Mittler Distribution (STMV), Orders Dept
Hindenburgstrasse 33
D-64295 Darmstadt, Germany
Fax: +49 6151 314048
E-mail: triops@net-library.de
Website: http://www.triops.de/index_triops.htm

Tropical Health Technology
14 Bevills Close
Doddington, March
Cambridgeshire PE15 OTT, UK
Fax: +44 1354 740013
E-mail: thtbooks@tht.ndirect.co.uk
Website: http://www.tht.ndirect.co.uk

Subscription agents

Swets Blackwell
Swan House, Wyndyke Furlong
Abingdon Business Park
Abingdon
Oxfordshire OX14 1UQ, UK
Fax: +44 1235 857 501
E-mail: info@uk.swetsblackwell.com
Website: http://www.swetsblackwell.com
(See website for list of regional offices)

International organisations

International Labour Organisation (ILO)
ILO Publications
4 route des Morillons
CH-1211 Geneva 22, Switzerland
Fax: +41 22 799 6938
E-mail: pubvente@ilo.org
Website: http://www.ilo.org

Food and Agriculture Organization of the United Nations (FAO) Publications
Distribution and Sales Section, Publications Division
Via delle Terme di Caracalla
00100 Rome, Italy
Fax: +39 6 52253152
E-mail: publications-sales@fao.org
Website: http://www.fao.org/publishing

Pan American Health Organization (PAHO)
The World Health Organization Regional Office for the Americas
525 23rd Street NW
Washington DC 20037
USA
Fax: +1 202 974 3663
E-mail: postmaster@paho.org
Website: http://publications.paho.org

UNAIDS
20 avenue Appia
CH-1211 Geneva 27, Switzerland
Fax: +41 22 791 4165
E-mail: unaids@unaids.org
Website: http://www.unaids.org

UNESCO
7 place de Fontenoy
75352 Paris 07 SP
France
Fax: +33 1 45 68 57 37
E-mail: publishing.promotion@unesco.org
Website: http://upo.unesco.org

UNDP & UNICEF (orders from North America, Latin America, the
Caribbean and Asia and the Pacific)
United Nations Publications
Room DC2-0853, Dept. I004
New York NY 10017
USA
Fax: +1 212 963 3489
E-mail: publications@un.org
Website: http://www.un.org/publications

UNDP & UNICEF (orders from Europe, Africa and the Middle East)
United Nations Publications
Publications des Nations Unies
Section des Ventes et Commercialisation, Bureau E-4
CH-1211 Geneva 10, Switzerland
Fax: +41 22 917 0027
E-mail: unpubli@unog.ch
http://www.un.org/publications

World Bank
PO Box 960
Herndon, VA 20172-0960
USA
Fax: +1 703 661 1501
E-mail: books@worldbank.org
Website: http://publications.worldbank.org/ecommerce

World Health Organization - Regional Office for Africa (WHO/AFRO)
Cite du Djoue
PO Box 06 Brazzaville
Congo
Fax: +47 241 39503 / + 242 8 39503
E-mail: regafro@afro.who.int
Website: http://www.whoafr.org/home/informationsources.html

World Health Organization - South-East Asia Regional Office (WHO/SEARO)
World Health House, Indraprastha Estate
Mahatma Gandhi Marg
New Delhi 110 002
India
Fax: +91 11 2337 9507 or +91 11 2337 0972
E-mail: PandeyH@whosea.org
Website: http://w3.whosea.org

World Health Organization - Western Pacific Regional Office (WHO/WPRO)
Publications Unit
PO Box 2932
1000 Manila
Philippines
Fax: +632 5211036 or 5360279
E-mail: pub@wpro.who.int
Website: http://www.wpro.who.int/public/publication/publist.asp

World Health Organization - Eastern Mediterranean Regional Office
(WHO/EMRO)
Abdul Razzak Al Sanhouri Street
PO Box 7608
Nasr City, Cairo 11371
Egypt
E-mail: dsa@emro.who.int
Website: http://www.emro.who.int

World Health Organization (WHO)
CH-1211 Geneva 27
Switzerland
E-mail: bookorders@who.int
Website: http://www.who.int/pub/en

Section 5: Organising the information

This section looks at how to organise information in the resource centre so that users can easily find what they need. It includes:

5.1　　Classifying materials
5.2　　Developing a classification scheme
5.3　　Assigning keywords
5.4　　Cataloguing materials
5.5　　Shelving, displaying and filing materials

Related sections are:
1.1　　Assessing information needs
2.2　　Advisory committees
3.3　　Choosing furniture and equipment
6.8　　Databases
8.2　　Promoting the resource centre

This section assumes that a manual system is being used to catalogue materials. However, the same principles apply if a computer is used.

TIP: Organising information
Organising information does not have to be complicated.
A useful tip is *KIS - Keep It Simple*

5.1 Classifying materials

Classifying materials means identifying each material according to its subject, so that materials on similar subjects can be grouped together on the shelves. Classification schemes help to:
- direct users to the material that they need
- enable users to find related materials
- enable staff to know where to put materials.

Materials in small resource centres are sometimes classified using different colours to represent different subjects - different coloured dots are stuck onto the materials to indicate the subject. More usually, materials are classified using a combination of numbers and letters. The numbers and letters represent the main subject areas and subsidiary (other) subjects covered by the material.

Whatever the size of the resource centre, materials need to be classified in some way. A very small resource centre only needs a simple classification scheme, using a few broad subject headings, and a separate section on the shelves for general reference materials.

5.1.1 Choosing a classification scheme

There are two main types of classification scheme: universal and specialised. Universal classification schemes cover all subject areas. They include Universal Decimal Classification (UDC), Dewey, and Library of Congress. Specialised classification schemes include the National Library of Medicine (NLM). This is designed for medical libraries. It covers very clinical issues, and therefore does not cover all the areas covered by resource centres focusing on health or disability issues.

Resource centres that specialise in a particular subject often develop their own specialised classification scheme, such as the Healthlink Worldwide Primary Health Care Classification Scheme, and the Southern African HIV/AIDS Classification Scheme of the Southern African Network of AIDS Service Organisations (SANASO).

A suitable classification scheme can usually be identified by contacting the national public library service, library association or a university library. If the resource centre specialises in primary health care or disability issues in developing countries, it would be worth contacting Healthlink Worldwide.

5.1.2 How to classify materials

To classify materials, ask yourself:

1. Is the material about a particular subject or subjects (for example, is it a book about health education or a video about counselling?) or is it more general (for example, is it a directory or atlas?) Find out by looking at the following:

   - for books and other print materials: the title page, list of contents and introduction, preface or foreword
   - for audiovisual materials: the title, description and any accompanying materials, and by watching a video, listening to an audio cassette, or looking at slides.

2. If the material is about a subject, does it deal with one subject or several subjects?

3. If the material deals with one subject, use that subject to classify it. Find the subject in the classification scheme and assign the corresponding classification number to the material.

4. If the material deals with several subjects, can all these subjects be regarded as part of one broad subject? If so, use the broad subject to classify the material.

5. If the material deals with several subjects that are not part of one broader subject, use the subject that is either most thoroughly covered by the material, or of main interest to users of the resource centre, to classify the material.

6. Check that you are classifying materials on similar subjects consistently, by looking at several materials to which you have assigned the same classification number. You can do this by going to the shelves and looking at the materials that are already there.

7. If the material is for general reference (such as a dictionary or atlas), you do not need to classify it. Place it in a section of the resource centre for general reference materials.

8. If you have a lot of materials with the same classification number, you can distinguish them by putting the first three letters of the author's name after the classification number. If there is no author, use the first three letters of the title. For audiovisual materials, use the producer's name.

If the resource centre collection expands into new subject areas (for example, emerging diseases such as hypertension), you may need to add new subjects to your classification scheme. Most classification schemes are designed to make it easy to add new subjects when necessary. Details of how to extend the classification scheme are included in Section 5.2.2.

MALARIA
A manual for community
health workers

World Health Organization
Geneva
1996

TYPESET IN HONG KONG
PRINTED IN ENGLAND

95/10714—Best-set/Clays—8000

Contents

Preface

This manual has been prepared by Dr R. L. Kouznetsov,
Malaria Control, in collaboration with Dr P. F. Beales, Chief,
Training, Division of Control of Tropical Diseases, World
Health Organization, for the training of community health
workers in malaria control. It may also be used by community
health workers to support their day-to-day work.

The manual contains the basic information and guidance
required for the recognition of malaria, its treatment, and
identification of cases to be referred; recording and reporting;
promotion of community awareness about malaria; and
promotion of relevant and feasible preventive activities.

It is emphasized that this manual should serve as a basis for
local adaptation, since the epidemiological, social, and economic
conditions—as well as health care delivery systems and
approaches to malaria treatment and control—vary considerably
from country to country and even within each country.
Enquiries regarding adaptation are welcomed, and should be
addressed in the first instance to the Office of Publications,
World Health Organization, 1211 Geneva 27, Switzerland. The
text is available from WHO on computer diskette to make
adaptation easier.

Staff of national malaria control programmes should note the
following:

- It is normally the responsibility of national malaria control
  programmes to define the first-line treatment for
  uncomplicated malaria to be used by community health
  workers. This manual has been written with chloroquine as
  the first-line treatment. Where chloroquine is not the first-
  line treatment, the manual must be modified accordingly.
- On page 27 the community health worker is advised to ask
  his or her supervisor about whether malaria is common in
  the area. Thus, for optimal use of this manual, community
  health worker supervisors must be informed as to whether
  their area is classed as one of high or low malaria risk. In

5.2 Developing a classification scheme

When developing a classification scheme, it is useful to work with members of the resource centre advisory committee (see Section 2.2) and/or other users, as these people will have a greater knowledge of the subjects to be covered by the resource centre.

5.2.1 How to develop a classification scheme

Start with a brainstorming session, to identify as many subject areas of interest as possible. Compare the list of subjects with subject areas identified by the most recent needs assessment (see Section 1.1) to make sure that none have been missed.

On your own, write each subject on a separate piece of paper. Arrange the pieces of paper in order, ranging from broad subjects to narrower subjects.

> Diseases
>> Communicable diseases
>>> Tuberculosis
>>> HIV/AIDS
>> Parasitic diseases
>>> Malaria
>> Non-communicable diseases
>>> Diabetes
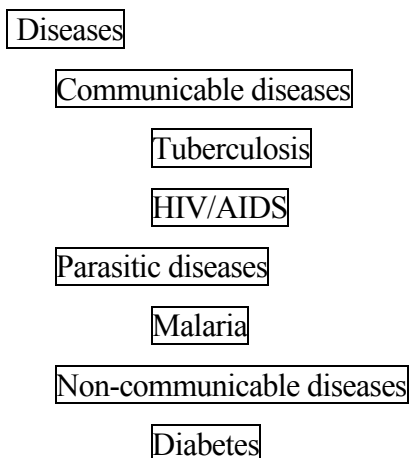
Place similar broad subjects near each other.

> Women's health
>
> Mother and child health
>
> Reproductive and sexual health
>
> Children and youth
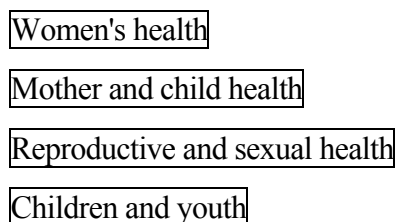
When all the pieces of paper are arranged in a logical order, write down the order on a sheet of paper. Show it to the resource centre advisory committee or other users to obtain their agreement. Seeing the subjects in order will help them to notice if any subjects are missing.

Once the list of subjects has been agreed, write a classification number next to each subject. It is best if the classification numbers are made up of letters and numbers. It is easier to remember the letter(s) for a main class, combined with a number for a subsidiary class, than a long list of numbers. It also makes it easier to distinguish different classes on the shelf, both when looking for materials and re-shelving.

Do not automatically assign a full sequence of letters (ABCDE…) or numbers (12345…). It is important to leave gaps that can be used when new subjects are

added, or when subject areas are expanded. The examples of the Healthlink Worldwide Classification Scheme in Section 5.2.3 show that there is plenty of room to add new classification numbers for main subjects, but little room for expanding the HC classification.

5.2.2 How to extend the classification scheme

If the resource centre collection expands into new subject areas (for example, emerging diseases such as hypertension), you may need to add new subjects to your classification scheme.

First, check the classification scheme carefully to make sure that there really is no suitable subject to describe the new material. Then find the most appropriate place in the list to add the new subject. Decide whether it is a main subject or a subsidiary subject, and add it next to the subject most similar to it. Give the new subject a classification number and description.

If possible, give a classification number that leaves room for further expansion. For example, in the Healthlink Worldwide Primary Health Care Classification Scheme subsidiary subject areas, the new subject, 'Hypertension' (a kind of cardiovascular disease) could easily be added after the subject 'Cardiovascular diseases' and assigned the classification number HC9.24 (see Section 5.2.3).

5.2.3 Healthlink Worldwide Primary Health Care Classification Scheme

Healthlink Worldwide compiled its own classification scheme in the mid-1980s. The scheme has been revised regularly to incorporate new subject areas covered by Healthlink Worldwide's resource centre, reflecting emerging health issues.

The scheme covers the main subjects in primary health care and disability issues. Each main subject area is identified by two letters. For example, materials on diseases and disease control are identified by the letters HC. Each main subject area is divided into more specific, subsidiary subjects which are identified by numbers. For example, materials on immunisation are identified by HC3 and materials on non-communicable diseases are identified by HC9.

The Healthlink Worldwide Classification Scheme is used by many organisations, in either its original or an adapted form.

	Main subject areas
AA	POLITICS, ECONOMICS & DEVELOPMENT
AB	Culture & Society
AD	Population
AF	NGOs
HA	PRIMARY HEALTH CARE
HB	Community Health Care
HC	Diseases/Disease Control
HE	Nutrition
HJ	Medical Services
HK	Medical Equipment & Health Facilities
HL	Women's Health
HM	Mother & Child Health
HN	Reproductive Health & Sexual Health
HO	Children & Youth
HP	Traditional Health Care & Alternative Therapies
HQ	Disability & Rehabilitation
HR	Oral & Dental Health
HS	Urban Health
HV	Health Planning & Health Management
HW	Health Services
HX	Health Personnel & Training
HY	Health Communication
HZ	Regional Information
TA	COMMUNITY DEVELOPMENT
TB	Energy
TC	Environment
TG	Water & Sanitation
TH	Food Production & Agriculture
TJ	Gender & Development
TK	Appropriate Technology
WA	Information Services & Information Management

Subsidiary subject areas

HC	**DISEASES & DISEASE CONTROL**
HC1	Diseases & Disease Control – general
HC2	Diagnosis & Management
HC3	Immunisation
HC4	Communicable diseases
HC4.2	tuberculosis
HC4.3	texually transmitted infections
HC4.4	HIV/AIDS
HC5	Diarrhoeal Diseases
HC6	Respiratory Diseases
HC7	Parasitic Diseases
HC7.2	malaria
HC8	Environmental Health & Occupational Health
HC9	Non-Communicable Diseases
HC9.1	cancer
HC9.2	cardiovascular diseases
HC9.3	congenital conditions
HC9.4	diabetes
HC9.7	rheumatism / arthritis

5.3 Assigning keywords

If the resource centre is very small, users will be able to find the materials they need by browsing (looking at) the shelves. Otherwise, the resource centre will need a card catalogue or computer database, which contains details of materials in the collection and indicates where to find them on the shelves. Information on databases is given in Section 6.8.

A system for describing the content of each material will need to be developed before details of materials can be included in a catalogue or computer database. The best way is to have a list of 'keywords', and describe each material using several keywords from the list. For example, the keywords used by Healthlink Worldwide's resource centre to describe the book, *Where there is no doctor*, are:

> community health care / traditional health care / community health workers / diagnosis / diseases / management & treatment

Keywords lists and thesauri (lists of terms used to describe different subjects) are called 'controlled vocabulary', because they specify which terms (words or short phrases) are used for describing materials. Most keywords lists also specify terms that are not used, and suggest terms to use instead.

5.3.1 Choosing a keywords list

Resource centres can develop their own keywords lists (see Section 5.3.3), or obtain and adapt standard keywords lists.

Both general and specialist lists are available. General lists include the Library of Congress Subject Headings and Sears' Subject Headings. Specialist lists include the UNESCO Macro-thesaurus, National Library of Medicine Medical Subject Headings (MeSH), and Healthlink Worldwide's Keywords List. Healthlink Worldwide's list, which was originally compiled in the mid-1980s, is regularly revised to incorporate new subject areas reflecting emerging health issues. The list is used by many organisations in either its original or an adapted form.

5.3.2 How to assign keywords

To assign keywords, look at the material carefully to identify the main subjects covered. Do not rely on the title. For books and other print materials, look at the title page, list of contents and introduction. For audiovisual materials, look at the title, description and any accompanying materials, and by watching a video, listening to an audio cassette, or looking at slides.

Notice which sections or chapters are longest, or which may be of special interest to users of the resource centre. Then assign keywords.

Start with general terms and move on to more specific terms to describe the material's subject matter. Use as many keywords as necessary. However, remember that users will expect to find useful information on the subjects indicated by keywords.

To choose keywords, consider:
- the main subject
- related subject(s)
- the group of people that the material describes, such as street children, women, community health workers
- potential target audience
- the focus or purpose, such as research, planning, evaluation or training.

If you are using a computer database, or have sufficient space for extra catalogue cards, you could also include keywords to indicate the type of language, such as technical or non-technical.

5.3.3 How to produce a keywords list

To produce a keywords list for your resource centre:

1. List key terms (words or short phrases) that describe the main subject areas covered by the resource centre.

2. Add terms that describe more general and less common subject areas.

3. Explain any confusing terms in 'scope notes' (notes on the meaning of a keyword, and how it should be used).

4. Add cross-reference notes (notes indicating additional keywords that could be used to describe related subjects, or keywords to use if the term is not a keyword).

You can see examples of scope notes and cross-reference notes in the sample of Healthlink Worldwide's Keywords List in Section 5.3.4.

Getting things right with a 'home-made' keywords list is not always easy. You may need to add new terms to the list if you cannot find a term that describes the material that you are cataloguing.

When first developing a list, it is sensible to review the terms regularly. Once the list is established, review additions and possible changes about once a year.

5.3.4 Sample of Healthlink Worldwide Keywords List

The Healthlink Worldwide Keywords List is a list of all the terms used in the Healthlink Worldwide bibliographic database.

The list is divided into two columns. The left-hand column lists, in alphabetical order, the keywords to use (in bold capital letters) and terms not to be used as keywords (in lower case letters). The right-hand column shows keywords to use (in capital letters) instead of the terms that should not be used. It also includes notes on how and when to use keywords, and related keywords (in capital letters).

The notes next to 'ACCESS' are scope notes, explaining how to use the keyword. The notes next to 'ACCIDENTS' are cross-reference notes which refer to another, related keyword which could also be used if relevant. The notes next to 'adolescents' are cross-reference notes showing which keyword to use, since 'adolescents' is not a keyword.

ABORTION	
ABSTINENCE	
ACCESS	*use for* physical accessibility for people with disabilities
ACCESSIBILITY	*use for* accessibility of health care, services and facilities, *see also* UTILISATION *or* UTILISATION PATTERNS
accessibility patterns	*use* ACCESSIBILITY *and* UTILISATION PATTERNS
ACCIDENTS	*see also* TRAFFIC ACCIDENTS
ACTION LEARNING	
ACUPUNCTURE	
ACUTE RESPIRATORY INFECTIONS	*see also* RESPIRATORY INFECTIONS
acute respiratory infections - incidence	*use* ACUTE RESPIRATORY INFECTIONS *and* INCIDENCE
ACUTE RESPIRATORY INFECTIONS - LOWER	*see also* PNEUMONIA
ACUTE RESPIRATORY INFECTIONS - UPPER	*see also* OTITIS MEDIA *or* TONSILLITIS *or* WHEEZE
ADAPTATION OF SOCIETY	
administration	*use* DRUG ADMINISTRATION *or* HOSPITAL ADMINISTRATION *or* ORAL REHYDRATION THERAPY - ADMINISTRATION
adolescent health	*use* YOUTH
adolescent pregnancy	*use* TEENAGE MOTHERS
adolescents	*use* YOUTH
ADOPTION	
ADULT EDUCATION	*see also* NON-FORMAL EDUCATION *or* FREIRIAN METHODOLOGY *or* LITERACY PROGRAMMES *or* WOMEN'S EDUCATION
ADULTS	
ADVERSE EFFECTS	*use for* side effects
advertising	*use* MARKETING, *see also* DRUG MARKETING
ADVOCACY	
AETIOLOGY	*see also* VIRAL AETIOLOGY
aflatoxin	*use* FOOD TOXINS
African trypanosomiasis	*use* TRYPANOSOMIASIS
AGEING	*use for* the ageing process and its relation to health, for older people, including ageing populations and health and community care of the elderly *use* ELDERLY

5.4 Cataloguing materials

Cataloguing is a way of describing materials to make them easy to identify and
locate. A catalogue describing all the materials in a resource centre is like a key to
the collection. It helps users to identify useful materials and know where to find
them. Users can look at a catalogue to find out whether the resource centre has a
particular publication, or materials by a particular author, or materials on a
particular subject.

A catalogue contains the following information about each material:

- author
- title and sub-title
- edition
- series
- place of publication
- publisher

- date of publication
- number of pages and format
- illustrations
- subject (keywords)
- accession number
- classification number.

A catalogue can take various forms, such as a card catalogue (card index) or
computer database (see Section 6). The easiest system is a card catalogue. Card
catalogues are a series of cards, about 12.5cm by 7.5cm (5in by 3in) kept in a box.
Card is used because it is stronger than paper, and is easy to write or type on. Card
catalogues are inexpensive, easy to set up, easy to understand, and easy to keep up-
to-date.
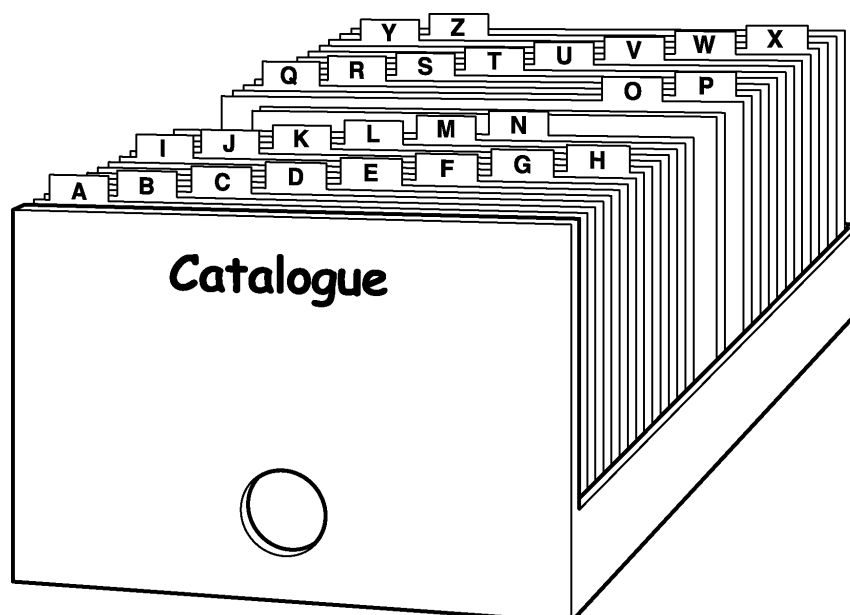
A simple card system is the easiest type of catalogue

5.4.1 Deciding what to catalogue

If the resource centre has only a small collection (fewer than 500 materials), materials need not be catalogued. It will be easy for users to find what they need by looking on the shelves, provided that materials are classified by subject, and materials on the same subjects are grouped together (see Section 5.1: Classifying materials). However, it may be useful to catalogue audiovisual materials, as they cannot be browsed like books. A short summary of the contents in a catalogue helps users to know whether an audiovisual material will be useful for a particular purpose.

It can also be useful to catalogue articles in periodicals, or individual chapters of books, that are of particular interest to users. Alternatively, photocopies could be taken of the contents page of the periodical issue, or of the title page and contents page of a book, in both cases marking the article or chapter of interest. The photocopies could be filed in a filing cabinet grouped by subject, or put in pamphlet boxes in the appropriate subject section on the shelves. It is also useful to keep an alphabetical list of periodical titles, to help users know what is available.

Even in a larger resource centre, not all materials need to be catalogued. Some materials are only of short-term interest, or quickly go out of date. These can be shelved or filed in a similar way to articles in periodicals. General reference materials may only need to be listed alphabetically, for example on a sheet of paper displayed near the materials.

5.4.2 How to catalogue materials

Catalogues of some larger libraries contain a lot of details. However, fewer details are enough for a resource centre that is more concerned with making materials available to users than spending a long time cataloguing and classifying.

Remember the tip: *KIS - Keep It Simple*.

For each material, details of the author, title, publication details, length, illustrations, notes, keywords, accession number and classification number need to be typed or written on three (or more) separate cards – an author card, title card and subject card(s). Each card will contain the same information, but with a different heading.

- The author card has a heading showing the author. If there is more than one author, extra author cards are prepared for up to three authors.

```
AGYEPONG, IRENE AKUA                        HC7.2 AGG

Agyepong, Irene Akua et al.
The malaria manual : guidelines for rapid assessment of
social, economic and cultural aspects of malaria

(Methods of Social Research in Tropical Disease No.2)

Geneva : UNDP, 1995

170 pages

malaria / guidelines / rapid assessment procedures    17615
```

- The title card has a heading showing the first part of the title.

```
MALARIA MANUAL                              HC7.2 AGG

Agyepong, Irene Akua et al.

The malaria manual : guidelines for rapid assessment of
social, economic and cultural aspects of malaria

(Methods of Social Research in Tropical Diseases No. 2)

Geneva : UNDP, 1995

170 pages

malaria / guidelines / rapid assessment procedures     17615
```

- The subject card has a heading showing a keyword. If more than one keyword is used to describe the material, extra subject cards are prepared for each keyword.

```
MALARIA                              HC7.2 AGG

Agyepong, Irene Akua et al.

The malaria manual : guidelines for rapid assessment of
social, economic and cultural aspects of malaria

(Methods of Social Research in Tropical Diseases No. 2)

Geneva : UNDP, 1995

170 pages

malaria / guidelines / rapid assessment procedures     17615
```

Start by finding all the information you need about each material. Then decide how many cards you need. Type or write all the necessary information on each card, and then add the relevant author, title or subject heading at the top. To arrange the information on the card, see Section 5.4.3: Examples of catalogue cards.

For books and other print materials, find the information you need by looking at both sides of the title page. The title page is at the front of the book, but is not always the first page. It contains information about the book. The other side of the title page usually contains details of the publisher, and publication date (see illustration in Section 5.1.2).

For audiovisual materials, look at the video title frames, the video or audio cassette, the information printed on the cassette boxes, and any accompanying material.

1. Author information

a)   Look for the author (or editor or compiler).

b)   Write the family name first, then the first name, separated by a comma.
          Example: NGECHU, Mary

c)   If the material has two or three authors, list all the authors' names.
          Separate the names with a space, semi-colon and another space.
              Example: LANKASTER, Ted ; CAMPBELL, Ian D ;
              RADER, Alison
          Make extra cards with headings for the second and third names.

d)   If the material has more than three authors, use the first name only,
          followed by the words 'et al' (which mean 'and others' in Latin).
              Example: AGYEPONG, Irene Akua et al.

e)   If the material has an editor or compiler instead of an author, treat the
          editor or compiler as the author, but add 'Ed.' or 'Comp.' in brackets.
              Example: DHINGRA, Seema (Ed.)

f)   If the author is an organisation, write the name in full.
              Example: World Health Organization

2. Title information

a)   Look at the title page and back of the title page. The title here might
          not be exactly the same as the title on the front cover. Sometimes the
          title on the front cover is abbreviated, and the sub-title is not shown.
          Write out the title in full. If there is a sub-title, write this out, separated
          by a colon with a space before and after. The spaces help to emphasise
          that the following text is a sub-title. A colon without a space can be
          easily missed, or could be seen as part of the text.
              Example:
              The malaria manual : guidelines for rapid assessment of social,
              economic and cultural aspects of malaria

b)   If the material is not a printed publication, note its format in square brackets after the title.
>   *Examples:* [Braille] [Audio cassette] [CD-ROM] [Video]

c)   If the material is a second or third edition, write this in abbreviated form after the title, separated by a full stop, space, dash and another space. This punctuation helps the information to be easily identified.
>   *Example:* On being in charge. – 2nd Ed.

3. Series information
If the item is part of a series, write the series in brackets after the title.
>   *Example:*
>   The malaria manual : guidelines for rapid assessment of social, economic and cultural aspects of malaria (Methods of Social Research on Tropical Diseases No. 2)

4.   Publication details
a)   Publication details include the place of publication, publisher's name and date of publication. These are usually found at the bottom of the title page or on the back of the title page. Separate the place and publisher with a space, a colon and another space, and separate the publisher and date of publication with a comma.
>   *Example:* London : Macmillan, 1994

b)   **Place of publication** Usually only the town needs to be written, but write the country as well if it would not be obvious to your users. If several towns are listed, write the first one only. If no place has been given, write in square brackets: [place unknown].

c)   **Publisher** The publisher's name follows the place of publication. Write the publisher's name in the shortest form. If the publisher is the same as the author or editor, use an abbreviation. Separate the place of publication and the publisher with a space, a colon and another space.
>   *Example:* Geneva : WHO, 1996
If there is no publisher, write in square brackets: [publisher unknown].

d)   **Date of publication** This follows the publisher's name. It is usually sufficient to give the year. For project papers and reports, include the month as well, if given.
If no date is given, but is known, write the date in square brackets.
>   *Example:* [1999]
Otherwise, try to estimate the date from information given in the publication, and use a question mark.
>   *Example:* [1998?]

5. Number of pages/format/length

a)   Write down the number of pages followed by 'p.'
Example: 145 p.
If there are no page numbers, estimate the number, and put this in square brackets.
Example: [150 p.]

b)   To catalogue Braille materials, write down the number of pages or leaves (if only one side of the page can be read), depending on the type of Braille used in the publication.
Example: 34 leaves

c)   To catalogue audiovisual materials, write down the format, and then the length in brackets. If the length is not shown, time the tape when playing. It is not necessary to watch or listen to the whole tape, only to note the time when it starts and ends.
Example: Audio cassette (35 min.)

If audiovisual materials are accompanied by an information sheet, a trainer's guide, or a booklet, this should be mentioned in the catalogue. Separate this from the format and length information with a space, plus sign and another space.
Example: Audio cassette (35 min.) + booklet (23 p.)

6. Illustrations

It is often helpful for users to know whether a material contains illustrations, before they start looking for the material on the shelves. If print materials contain any illustrations that are important for understanding the material, this should be mentioned in the catalogue. You can do this by adding the abbreviation 'ill.' after the number of pages or length, separated by a space, semi-colon and another space.
Example: 23 p. : ill.

7. Notes

Put any notes needed to explain the content of the material.
Example: Tape and booklet to accompany the Healthy Woman Counselling Guide radio programme

8. Keywords

Write the keywords, separated by a forward slash. Use enough keywords to describe the content of the material.
Example: malaria / health education / radio

9. Accession number

Write the accession number at the bottom right-hand corner.

10. Classification number

Write the classification number at the top right-hand corner.

5.4.3 Examples of catalogue cards

Author catalogue
Authors can include both individuals and institutions, and for the purposes of cataloguing, they can also include editors, compilers, video producers, performers and others with some intellectual or artistic responsibility for the material.

Author catalogues list materials according to the family name or last name of the author, if the author is an individual.

The author heading is in capital letters to identify it as a heading, and a separate card is made out for each author listed.

AGYEPONG, IRENE AKUA   HC7.2 AGG Agyepong, Irene Akua et al. The malaria manual : guidelines for rapid assessment of social, economic and cultural aspects of malaria (Methods of Social Research in Tropical Diseases No. 2) Geneva : UNDP, 1995 170 pages malaria / guidelines / rapid assessment procedures   17615

GORDON, Andrew Gordon, Andrew Vector-borne diseases : a short list for community participation. p. 1-2 In : Voices from the City Vol. 7 Sept 96 Parasitic diseases / malaria / dengue / prevention and control / community participation   13576

NGECHU, Mary   HC7.2 NGE Ngechu, Mary Small insects, big trouble [Audio cassette]. Geneva : WHO, 1996 Audio cassette (35 min.) + booklet (23 p.) Tape and booklet to accompany the Healthy Woman Counselling Guide radio programme malaria / health education / radio   13577

WORLD HEALTH ORGANIZATION   HC7.2 WOR World Health Organization Malaria : a manual for community health workers Geneva : WHO, 1996 46 pages malaria / community health workers   13572

Title catalogues
Title catalogues list materials according to the title of the material.

The title heading is in capital letters to identify it as a heading. Only include as much of the title as will fit on one line. Do not include sub-titles.

MALARIA   HC7.2 WOR

World Health Organization

Malaria : a manual for community health workers

Geneva : WHO, 1996

46 pages

malaria / community health workers   13572

MALARIA MANUAL   HC7.2 AGG

Agyepong, Irene Akua et al.

The malaria manual : guidelines for rapid assessment of social, economic and cultural aspects of malaria

(Methods of Social Research in Tropical Diseases No. 2)

Geneva : UNDP, 1995

170 pages

malaria / guidelines / rapid assessment procedures17615

SMALL INSECTS, BIG TROUBLE   HC7.2 NGE

Ngechu, Mary

Small insects, big trouble [Audio cassette].

Geneva : WHO, 1996

Audiocassette (35 min.) + booklet (23 p.)

Tape and booklet to accompany the Healthy Woman Counselling Guide radio programme

malaria / health education / radio   13577

VECTOR-BORNE DISEASES

Gordon, Andrew

Vector-borne diseases : a short list for community participation. p. 1-2
In : Voices from the City Vol. 7 Sept 96

parasitic diseases / malaria / dengue /
prevention and control / community participation

                                                 13576

Subject catalogues

Subject catalogues list materials according to the keywords listed on the catalogue cards.

The subject heading is in capital letters to identify it as a heading. A separate card is made out for each subject listed.

MALARIA   HC7.2 AGG

Agyepong, Irene Akua et al.

The malaria manual : guidelines for rapid assessment of social, economic and cultural aspects of malaria

(Methods of Social Research in Tropical Diseases No. 2)

Geneva : UNDP, 1995

170 pages

malaria / guidelines / rapid assessment procedures17615

MALARIA   HC7.2 NGE

Ngechu, Mary

Small insects, big trouble [Audio cassette].

Geneva : WHO, 1996

Audio cassette (35 min.) + booklet (23 p.)

Tape and booklet to accompany the Healthy Woman Counselling Guide radio programme
malaria / health education / radio   13577

MALARIA   HC7.2 WOR

World Health Organization

Malaria : a manual for community health workers

Geneva : WHO, 1996

46 pages

malaria / community health workers

                                              13572

PARASITIC DISEASES

Gordon, Andrew

Vector-borne diseases : a short list for community participation. p. 1-2
In: Voices from the City Vol. 7 Sept 96

Parasitic diseases / malaria / dengue /
prevention and control / community participation

                                              13576

5.4.4 Filing catalogue cards

Catalogue cards need to be filed in a way that makes them easy to use. There are three different ways of filing catalogue cards. They can be filed as three separate catalogues in three separate boxes (Author, Title and Subject), or as two catalogues (Author/Title and Subject), or as a single 'dictionary catalogue' in which they are all filed together in alphabetical order, such as:

MacDonald, James	(author)
McKenzie, R	(author)
Malaria	(subject)
Malaria Manual	(title)
Measles	(subject)
Ngechu, Mary	(author)

Examples of different ways to file catalogue cards are shown on the next page.

Standard rules need to be followed when filing cards:
- English: Ignore *A, An* and *The* at the beginning of a title.
- French: Ignore *La, L', Le, Les, Un* and *Une* at the beginning of a title.
- Portuguese: Ignore *A, O, Um* and *Uma* at the beginning of a title.
- For books by the same author, file cards alphabetically by title.
- For books with more than one edition, file cards for the most recent edition first.
- For books on the same subject, file cards alphabetically by author, and then by title as above.

Examples of different ways to file catalogue cards

Author catalogue catalogue

```
┌─────────────────────────────────────┐
│ WORLD HEALTH ORGANIZATION            │
├──────────────────────────────────────┐
│ NGECHU, Mary                          │
├───────────────────────────────────────┐
│ GORDON, Andrew                          │
│                                         │
│ Vector-borne diseases : a short list    │
│ for community participation             │
└─────────────────────────────────────────┘
```

Title catalogue

```
┌─────────────────────────────────────┐
│ VECTOR-BORNE DISEASES                │
├──────────────────────────────────────┐
│ SMALL INSECTS, BIG TROUBLE            │
├───────────────────────────────────────┐
│ MALARIA                                 │
│                                         │
│ World Health Organization               │
│ Malaria : a manual for community        │
│ health workers                          │
└─────────────────────────────────────────┘
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Subject

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┌─────────────────────────────────────┐
│ PARASITIC DISEASES                   │
├──────────────────────────────────────┐
│ MALARIA                               │
├───────────────────────────────────────┐
│ MALARIA                                 │
│                                         │
│ AGYEPONG, Irene Akua et al. The         │
│ malaria manual : guidelines for         │
│ rapid assessment of social and          │
│ economic aspects of malaria             │
└─────────────────────────────────────────┘
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Dictionary catalogue

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┌─────────────────────────────────────┐
│ WORLD HEALTH ORGANIZATION            │
├──────────────────────────────────────┐
│ SMALL INSECTS, BIG TROUBLE            │
├───────────────────────────────────────┐
│ PARASITIC DISEASES                      │
├────────────────────────────────────────┐
│ NGECHU, MARY                             │
├─────────────────────────────────────────┐
│ MALARIA                                   │
├──────────────────────────────────────────┐
│ GORDON, ANDREW                             │
│                                            │
│ Gordon, Andrew                             │
│ Vector-borne diseases : a short list       │
│ for community participation                │
└──────────────────────────────────────────┘
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5.5 Shelving, displaying and filing materials

Once materials have been classified and catalogued, they are ready to be put on shelves, on display, or in files in the resource centre.

5.5.1 Shelving materials

Shelving means arranging materials on shelves according to their classification number. Materials on the same subject have the same classification number, so they are arranged together alphabetically by the first three letters of the author's name, or by title if no author is given.

Good shelving:
- makes it is easy for users to find what they need
- makes it easy for staff to do a stock check
- helps staff to answer queries.

It is very important to ensure that each material is put in the right place. If books have been mixed up, they must be rearranged in the correct order. This is called 'shelf reading', and needs to be done regularly.

Book supports are useful to ensure that books stay upright (see Section 3.3: Choosing furniture and equipment).
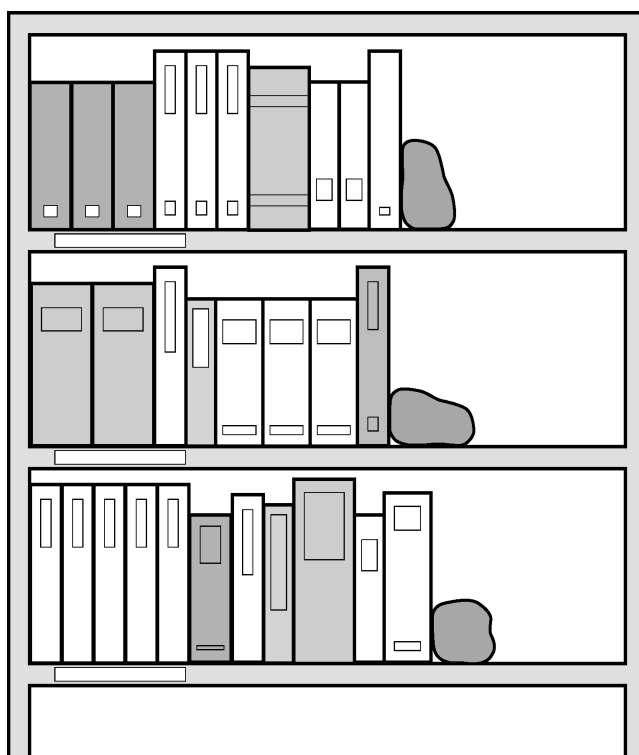
It is best not to overcrowd shelves

Books and documents Books should be arranged upright from left to right, starting on the top shelf. Shelves must not be overcrowded. Overcrowding can damage the books by preventing any flow of air between them and making it awkward to remove them. It will also leave little space for adding new books. It is best to fill only three-quarters of the shelf space to allow for new additions. This will save staff from constantly having to move books to make room for new ones.

Each shelf should be labelled according to its subject, so that users can see where to find material on a particular subject. If shelves are labelled with classification numbers and the subject that they represent, it will help users to understand the classification system.

Shelf labels or book labels can also be used to identify different categories of materials. For example, different coloured labels can be used to identify materials that may not be borrowed, or to distinguish training manuals from other publications.

Labels can be hand-made and stuck onto the shelves, or a special shelf-label holder can be obtained from library suppliers.

TIP: How to make shelf labels

You can make shelf labels from stiff white or coloured cardboard. The piece of card should be long enough to fit the number of letters needed, without making the letters too small to see from a distance. The height of the card should be no more than a couple of inches, to prevent it getting in the way of removing books from the shelf.

Write the classification number and subject on the piece of card clearly with a thick, felt-tip pen. If you have a computer, print the labels in large type. If possible, cover the labels with transparent tape to keep them clean and protect them from damage.

Oversized books, posters and audiovisuals It is often convenient to keep very large books separately from other books, as this makes better use of shelving space, and enables more materials to be fitted into a smaller resource centre.

Slides are sometimes kept in hanging files, either in filing cabinets or filing boxes. Posters are usually stored in map chests or plan chests, or in a large folder (see Section 3.3: Choosing furniture and equipment). Rolling up or folding posters is not recommended, as it may damage them.

Videos are sometimes kept in a locked cupboard. If so, it is very important to provide a list of videos in subject order, with brief summaries of their content, so that users know what is available.

Periodicals Periodicals are best kept in pamphlet boxes or magazine boxes (see Section 3.3.3). These help to protect the periodicals and make them easily accessible. All parts of a periodical volume should be kept in one box. Several

periodicals can be kept in the same box, to save space. Each box should be clearly labelled with the title of the periodicals in it, and the years of publication and volume numbers. Issues of each periodical should be arranged in the order of their volume and issue number, starting with the first volume and issue number and continuing to the most recent.

There are two choices about where to keep periodicals. They can either be kept together in a separate section of the resource centre, arranged by title, or they can be put on the shelves (in pamphlet boxes) with books and other materials on the same subject. Keeping periodicals with books can help to bring them to the attention of users who are interested in a range of materials on a particular subject. However, a separate section may also be needed for periodicals that cover a wide range of subjects.

If funds are available, it might be worth having complete volumes of periodicals bound. However, before doing this, it is important to consider how long each periodical will be kept, and how often it will be used. For example, news magazines are useful for a shorter period than other periodicals containing less time-specific information. Instead of keeping the whole periodical, useful articles could be catalogued and kept in a filing cabinet.

5.5.3 Filing materials

It is important to keep materials such as leaflets, brochures and annual reports in a way that makes them easy to find. These materials can kept either on the shelves (in pamphlet boxes) with books and other materials on the same subject, or in filing cabinets, filed by subject or organisation name, depending on how the information is most likely to be sought. If there are a lot of materials, such as leaflets about many different organisations, they could be filed first by geographical area and then by organisation name.

5.5.4 Displaying materials

There are a number of reasons for displaying materials in a resource centre. Displays help to highlight new materials, and encourage people to use them. An attractive display adds colour and interest to the resource centre, and shows that staff are actively providing a good service.

New books, periodicals or other materials should be displayed in a 'display area' of the resource centre for between a week and a month (depending on how often new materials arrive), so that users can see them before they are put on the shelves. Details of new materials should be included on noticeboards elsewhere in the organisation, to promote them to those who do not visit the resource centre regularly (see Section 8.2: Promoting the resource centre).

Current issues of periodicals are usually displayed on display racks, arranged alphabetically by title. Each time a new issue arrives, the previous issue should be removed and put in the appropriate pamphlet box.

Section 6: Computers, electronic communication and databases

This section provides an introduction to computers and their use in resource centres. It includes:

Related sections include:

TIP: Up-to-date advice
Computer technology is changing rapidly. This section provides a general guide only. It is important to discuss needs with local computer suppliers and software developers and obtain up-to-date advice before purchasing any computer equipment.

6.1 Advantages of computers

There are many advantages of using computers in larger resource centres, or smaller resource centres that have a large number of periodicals, serve many users based at a distance, or provide a wide variety of services. The main advantages of computers are:

- more information sources
- more opportunities for cooperation and networking
- increased access to the information in the resource centre
- increased efficiency
- more services.

More information sources A computer with a CD-ROM drive can provide access to materials stored on a CD-ROM, including databases (containing descriptions of materials) and full-text (complete) materials. A computer linked to a modem can provide access to information available via e-mail and other Internet services, such as electronic newsletters and websites.

More opportunities for cooperation and networking A computer linked to a modem makes it easier to communicate with other resource centres, via e-mail. Sharing information among different resource centres can improve users' access to information and cut down duplication of effort.

Increased access to the information stored in the resource centre The main way to search for materials using a catalogue card system is by author, title, and a limited number of keywords. To add more keywords or other details would require more cards. This would require more work, and the catalogue would become larger and more difficult to keep up-to-date. A computer database enables materials to be searched using more keywords, or using other details such as series titles, publisher, year published or individual words from a title if the full title is not known, all without extra work.

Increased efficiency Information stored on a computer database can be used for different purposes. For example, details of materials entered onto a database when ordering them can be used for a catalogue, simply by adding classification numbers and keywords. The same records can be used to produce current awareness bulletins or resource lists.

More services A computer can be used to 'repackage' information held on a database, in the form of directories, resource lists or current awareness bulletins. Information held on the computer or available via the Internet can be adapted to produce locally relevant materials.

6.2 Choosing a computer

It is important to plan how a computer will be used, before going ahead and getting one. The first step is to think about whether a computer is really necessary. If the collection is small (up to about 500 materials), or consists mainly of books, a database (computerised catalogue) will not be necessary. However, a computer might be useful for accessing information from CD-ROMs or the Internet, or for tasks such as word-processing.

It is important to consider:
- what services the resource centre offers, and whether the users are within the same organisation or institution, or at a distance
- whether the conditions are suitable – if the power supply is poor, the computer will be out of use much of the time, and if the telephone service is unreliable, access to e-mail and other Internet services will be disrupted
- whether a computer is affordable – the ongoing costs for anti-virus software and consumables such as printer ink or ribbons, paper, and diskettes can be expensive.

6.2.1 How to plan for computers

If it seems that a computer will be useful, the steps to follow are:
1. Analyse existing systems
2. Define the objectives
3. Carry out a feasibility study
4. Plan and set up the system
5. Test and evaluate the system.

1. Systems analysis
Start by analysing (reviewing) any manual systems that are being used to organise and retrieve information. There might be an opportunity to improve these systems when they are computerised. Think about what the computer needs to be able to do. Do this for each function that you are considering using the computer for, such as word-processing, accessing CD-ROMs, using e-mail and the Internet, and setting up a database.

2. Define the objectives
Write down what you want to be able to do. You need to have clear objectives so that you can choose the most appropriate hardware (equipment such as the computer and printer) and software (programs supplied with the computer or on CD-ROMs that enable the computer to function, such as word-processing or database programs). Clear objectives can also provide the basis of a funding proposal, whether you are seeking funds internally or submitting a proposal to an external donor.

3. Feasibility study
Check whether a computer is feasible in terms of staffing, hardware, software and other costs.

- **Staff** Consider who will use the computer, what functions they will use it for, and whether the software to carry out these functions (such as e-mail, Internet or database programs) will only be available in the resource centre or whether it will also be available in other departments. Think about who will set up and manage e-mail, Internet and database systems and who will provide technical support – a member of staff or an external consultant. Also consider who will check the e-mail messages each day and who will enter data into the database.

- **Hardware** Consider what computer capacity is needed (memory, processor, hard disk, modem). Some functions, such as databases and desktop publishing, require a bigger capacity than other functions, such as word processing. Note the capacity needed by the function that needs the biggest capacity. Find out the capacity of any existing computer equipment. Consider whether this is sufficient or whether a new computer needs to be obtained. Consider what else needs to be purchased (see Section 6.3).

- **Software** Consider what software is already available, if any, for each of the functions that you want to use the computer for, and whether it is appropriate. Find out what experience and technical support is available within the organisation, locally, or nationally. For example, find out who uses the same software and could provide advice.

- **Other costs** Also take into account the running costs such as anti-virus software, diskettes, paper and printer ribbons, and other costs such as training.

4. Plan and set up the system
It is important to think carefully about how to set up an e-mail and Internet system or design a database, in the same way as it is to plan the layout of the resource centre and the development of information services. The systems must relate to the systems analysis and objectives, and be practical and easy to use.

5. Test and evaluate
After setting up an e-mail or Internet system or designing a database, it is important to carry out a test to ensure that they can do what they are intended to do. For e-mail and Internet systems, test the various functions, such as sending an e-mail message (to one person or a group of people) and receiving messages, attaching files, and searching and downloading information from the Internet. Make a note of how long it takes, how easy it is to use, and what support is provided by the Internet service provider (ISP) (see Section 6.5: The Internet). For a database, enter about 20 sample records (at least five records of each material type that the database will need to handle). Make a note of how easy it is to enter records for the various material types. Use these records to carry out functions that the database will be used for, such as searching, sorting and printing. These tests will enable you to evaluate the systems, and sort out any problems at an early stage.

6.3 Hardware and software

Computer specifications are continually changing, so it is important to obtain up-to-date advice before purchasing or accepting any equipment. It is recommended to choose a computer with a well-known brand name. These can be more expensive, but more reliable.

Regardless of changing specifications, the process for deciding what to obtain remains the same. It is important to decide:
- what the computer will be used for
- how many programs it will run
- how much data will be stored on the computer
- how fast the computer will need to work
- how the use of the computer might change or increase in the future.

The following equipment will be needed: computer with CD-ROM or CD-RW drive, printer, cables, back-up facilities, modem, UPS device, anti-virus software, and software for communications (e-mail and Internet), word processing and other functions as required.

Computer A fast, high-capacity computer with a CD drive will be needed for a resource centre planning to offer information services such as internal and external database searching, current awareness and repackaging services, or access to the Internet. The following is the standard specification for a computer for a resource centre in early 2003. It is meant only as a guide, as it will quickly become out-of-date.

533 MHz Intel Pentium 4 processor with 512Kb cache
256 Mb SDRAM (random access memory)
20 Gb IDE hard disk
17-inch screen colour SVGA (15.7-inch VIS .28 dot pitch)
20/48x CD-ROM drive
1 parallel port, 2 serial ports, 2 USB ports
UPS (uninterrupted power supply)
Back-up facilities: 3.5-inch diskette drive, and either 250Mb zip drive, 2–8Gb DAT drive, or CD-RW drive in place of CD-ROM drive
56 Kbs (kilobytes per second) modem
Windows 2000 Professional or Windows XP Professional operating system.

Guidance on buying IT equipment, including the latest recommendation for a computer specification (updated every six months) is available at:

http://www.lasa.org.uk/knowledgebase

A **CD-ROM (read-only) drive** can read information that has been recorded onto a CD-ROM, a disc that stores large amounts of data. This could be anything from publications, to databases, video or audio files. It can be internal (part of your computer) or external (a separate box that can be attached to your

computer). Accessing CD-ROMs is very useful if you do not have reliable access to the Internet, as some resources, such as databases and journals, can be supplied on CD-ROM (sometimes for a fee).

CD-RW (Read-Write) drive, or CD burner Similar to a CD-ROM drive, a CD-RW drive can read compact discs (CDs), but has the added ability to record information on blank recordable CDs, and to record over (overwrite) data on an existing recordable CD. This is useful for archiving large amounts of data or to back-up the information saved on your computer, and can help economise on memory space in your computer. Recording over data on a CD requires a blank CD sold for this purpose, called a CD-RW (slightly more expensive than a normal blank recordable CD).

CD-RW drives are becoming a standard part of computer hardware. A computer without some sort of CD drive may cost a little less, but it can be more expensive to purchase and install one later on.

Printer One or more printers will be needed to print information from a word-processor, database, e-mail or the Internet. There are three main types of printer – laser printers and inkjets, which both use toner, and dot-matrix printers, which use ink ribbons. Laser printers are fast and produce high quality print, but they are expensive to buy and run. Inkjet printers are less expensive and produce reasonable quality print, but are also expensive to run. Dot-matrix printers are less expensive to buy and run, but are noisy and produce lower quality print. However, they can take continuous paper as well as single sheets, and are therefore convenient for printing out address labels, and large amounts of data, such as documents or database records for proof-reading.

Cables These are an important part of the computer equipment. The correct cables should automatically be supplied with the computer and any new piece of equipment purchased. However, it is important to check that all the required cables have been provided, such as cables to connect each piece of equipment to the computer and power supply.

Back-up facilities If you don't have a CD-RW drive (see above), you'll need plenty of floppy disks (1.4Mb) to make regular back-ups (copies) of databases and day-to-day work such as word processing. Media that can store more information than a floppy disk – for example, CDs (700 Mb) or tape such as a DAT (2–8 Gb) – can be useful for backing up larger databases and publications including illustrations and pictures. CDs, for example, can hold as much information as 550 floppy disks, and DAT drives can hold all the information on a computer. Zip disks (100Mb or 250 Mb) are quick and easy to use, but are significantly more expensive than CD disks.

Modem (MOdulator-DEModulator) This is a device that enables messages to be sent from one computer to another, via a telephone line. A modem can be a card fitted inside the computer (internal modem) or a small box next to the computer

(external modem). The modem links the computer to a telephone line using a telephone cable. The same modem can be used to link more than one computer to the same telephone line over a 'local area network' (LAN).

Some modems can be used to send and receive faxes (known as fax modems). A fax modem makes it possible to communicate with people who have a fax machine but no e-mail, as it enables messages to be sent directly from a computer to a fax machine.

An important feature to consider when choosing a modem is speed. Faster modems cost more to buy, but save telephone costs and on-line charges of the Internet service provider (see Section 6.5). Modems with speeds of 56Kbs per second are becoming standard. The speed of a connection between two modems is limited to the speed of the slower modem. However, it is still worth buying a faster modem, since organisations are continually up-grading their computer equipment.

The speed is also affected by the quality of the telephone line, the computer, the Internet service provider's equipment, and the type of service you have contracted. Therefore, when buying a modem, it is important to consider: the modem speeds that the Internet service provider can support; the bandwidths (transmission speeds) that the telephone company can support; and any local regulations about what kind of modem may be used (in some countries, telecommunications authorities do not allow users to connect modems to telephone lines, or have a list of 'approved' modems for use in that country). The relevant authorities or Internet service provider should be able to advise.

UPS (Uninterruptable Power Supply) This is a device that smoothes out fluctuations in the power supply, and provides power for a short time after a power cut. This means that work can be saved and the computer properly shut down, preventing programs and data from becoming corrupted. This feature is important if you live in an area that experiences electrical power surges or cuts, if only for a second. Other factors that contribute to power fluctuations and surges include: quality of the building's wiring, number of electrical devices, overloaded circuits, circuitry and wiring design.

Anti-virus software A computer virus is like a human virus – it causes damage and is not necessarily visible. Viruses can be introduced via files on floppy disks or e-mail attachments, or by downloading information from the Internet. Damage caused by viruses can include loss of data, erasing the entire contents of the hard disk, or multiplying files so that the hard disk becomes full and cannot operate.

It is important to check regularly that there are no viruses, by using anti-virus software. Anti-virus software needs to be updated at least every month, as new viruses are continually appearing. It is best to take out a subscription with an anti-virus program, so that updates are received automatically. As new viruses

emerge it is important to update the software as soon as updates are available. It is important to include anti-virus software in the budget. It would be a false economy to omit it if everything were lost.

Internet users often try to warn each other about new viruses that are circulating. You may receive e-mail messages warning about a new virus. While these are sometimes useful, they are more often than not hoaxes – pranks to create panic and concern. See http://www.symantec.com/avcenter/hoax.html to check whether a particular warning is a hoax or a real cause for concern. Never open unsolicited email attachments from people you don't know.

Communications software E-mail software is needed to send and receive e-mail messages. It also allows messages to be stored, e-mail address lists to be set up, selected mail addresses to be recorded, and documents such as word-processed files or spreadsheet files to be attached to e-mail messages. Internet browser software such as Internet Explorer, Netscape or Opera is required for full Internet connection (see Section 6.5). It enables information on the World Wide Web to be viewed, downloaded onto the computer and printed.

For an older computer, Opera browser software might be more suitable. It works well with 386 and 486 computers and requires as little as 12mb of RAM (random access memory) and 1.7mb of free disk space. It costs about US$40 (US$20 for educational institutions; a version that includes advertisements and doesn't include e-mail support is free). More information is available on http://www.opera.com.

Netscape Navigator is available free of charge from http://channels.netscape.com/ns/browsers, and requires 64mb RAM and 52mb of space on your hard drive. Internet Explorer is also free of charge, at http://www.microsoft.com (requires 16–32mb RAM, depending on your operating system, and about 12mb disk space). Check that your operating system is compatible with the browser you download.

Word-processing software Software such as Microsoft Word or Wordperfect is essential for day-to-day work such as correspondence, and for 'repackaging' information from e-mail, the Internet or a database. Word-processing software often comes with the computer ('bundled'). However, bundled software is not necessarily the most suitable. It is well worth finding out what software is most commonly used in your area, or by members of a network, and purchasing it separately if necessary.

Portable Document Format (PDF) A software programme called Adobe Acrobat enables you to create and read Portable Document Format (PDF) files, a worldwide standard for secure and reliable document distribution. PDF documents display and print with the formatting that the author created, including tables, illustrations and graphics, and are protected from unauthorized access and alterations. The Acrobat Writer (which can create these files) is

available on the website for a fee. However, the Acrobat Reader (needed to read PDF files) is available on the website free of charge: http://www.adobe.com

PDF files are a common way of making documents available on the Internet and CD-ROM, as they can be read by any computer using the free Adobe Acrobat Reader software.

Other software Database software is discussed in Section 6.10. There are many other types of software that can be used for different functions. For example, desktop publishing (DTP) software such as PageMaker or QuarkXPress can be used to produce attractively presented materials, such as newsletters and display materials. PagePlus is a cheaper alternative, but less commonly used. Therefore before investing in it, you should ensure that your printer can access files produced using this software. Spreadsheet software such as Microsoft Excel or LotusNotes is useful for preparing budgets, schedules or tables. Web publishing software, such as Macromedia Dreamweaver or Microsoft FrontPage, makes creating attractive websites much easier.

TIP: New or second-hand?
If funding is not available for a new computer, it might be possible to use one that has been donated or passed on from another department. However, computer technology evolves quickly and an older machine may not be suitable for the tasks you need it to perform.

Check that the size of the hard disk, processor speed and memory (RAM) are sufficient to run the software that will be used, at a fast enough speed. Check the specifications of all the software you need to run – often, newly available software will not run on older machines. Add up the software specification figures for disk space, and compare this, plus figures for processor speed and memory, with the capacity of the computer. Computers running at or near capacity will often crash, losing unsaved data and wasting time.

When preparing funding proposals for computer equipment, it is useful to bear in mind that a higher capacity computer is needed for most resource centre work than for general administrative work. If the resource centre already has a computer and another computer is needed for administrative work, it makes sense to obtain a new computer for the resource centre. Pass the resource centre computer on for administrative work (having first checked that it can support the software being used for the administrative work).

6.4 CD-ROMs

A CD-ROM (compact disc read-only memory) can hold the same amount of data as about 550 floppy disks or 300,000 pages of paper. CD-ROMs are therefore very popular for storing databases and full-text materials. Many databases containing details of medical, health or development materials are available on CD-ROM – for example, African HealthLine, AIDSLine, Medline, and POPLINE (see section 6.9.5 for other useful examples). Most CD-ROM databases are updated regularly. The only cost is an annual subscription. An increasing number of free CD-ROMs contain collections of full-text documents such as e-Talc, and the Humanity Development Library (see section 6.9.5 for other examples). No special software is needed to use CD-ROMs. Using CD-ROMs to distribute and access information is useful in situations where using the Internet is costly, unreliable or unavailable.

Advantages of CD-ROMs:
- can provide access to large databases
- easy to search
- fast to use
- easy to transport
- durable; not easily damaged
- can be used on any computer with a CD drive
- available in multimedia (containing sound and movement) on a computer with multimedia facilities
- no telephone/internet service costs
- no reliance on telephone/internet access/availability
- fixed subscription cost.

Disadvantages of CD-ROMs:
- data may not be completely up-to-date
- subscription cost can be high.

6.5 The Internet

The Internet is a network of networks that links millions of computers around the world, using telephone lines. The networks are linked together so that they appear as a single network to the user.

A computer linked to the Internet can provide access to a wide range of services, including e-mail, viewing organisations' websites on the 'World Wide Web', taking part in discussion groups, accessing on-line databases, reading electronic newsletters and journals, and viewing video clips. The Internet is about people communicating and sharing information.

The services that are available depend on the type of connection to the Internet. A 'direct connection' or 'full access' provides access to all Internet services. An 'indirect connection' provides access to only some services, most commonly e-mail. It does not support graphics or provide easy access to the World Wide Web. However, services are becoming available that make it possible to access web pages via e-mail (see Section 6.7.5).

Access to the Internet requires:
- a computer linked to a modem (see Section 6.3)
- communications software (see Section 6.3)
- a subscription with an Internet service provider.

An Internet service provider is a company that provides the connection between the computer and the whole Internet network. When choosing an Internet service provider, there may be little or no option in some places. If there is a choice, it is useful to ask:
- What is the immediate connection charge?
- What are the on-going subscription charges and on-line telephone charges?
- What communications software is provided and at what cost?
- What technical support and training is provided and at what cost?

It is also worth asking local organisations which service provider they use and how they rate them.

The necessary communications software is often supplied by the service provider – sometimes free of charge – along with support in setting up and using it. It is best to talk to the service provider to decide which software to use. The software required for using e-mail and Internet services is developing rapidly and becoming much easier to use.

Some users, particularly in developing countries, do not have full Internet access because the cost of accessing files on the Internet can be high, telephones can be unreliable, and a greater capacity computer is needed. The Internet service provider can help to decide on the most suitable type of connection.

6.6 E-mail services

Electronic mail (e-mail) is a means of sending messages from a computer to one or more other computers. Messages are sent via a telephone line and delivered to the recipient within a few seconds, minutes, or hours, to over a day, depending on the service used and the reliability of the telephone connection. E-mail is a relatively cheap and increasingly popular way of communicating among individuals and organisations worldwide.

Different types of connections carry different charges and advantages. A dial-up connection is the most basic; usually, you are charged for the use of the telephone line for the duration of your 'session' on the Internet, plus connection charges and/or a standard monthly fee. Alternatively, if you live in an area with a good telecommunications infrastructure, you may be able to obtain a broadband (also called DSL (Digital Subscriber Line)) connection. Broadband may be quite expensive, but provides an 'always on', much faster Internet connection and may be more cost-effective if the Internet is used frequently.

An e-mail message can be a simple text-based message written directly in e-mail software, or it can include an 'attachment' consisting of a word-processed document, spreadsheet, database or graphics file, or even a software program. A simple text e-mail can be read by any e-mail software. However, an attachment can only be read by the same software in which it was prepared. The recipient therefore needs to have the relevant word-processing, spreadsheet, database or other software to read attached documents. See also 'Portable Document Format (PDF)', in section 6.3.

TIP: Sending attachments

If you are not sure which word-processing software is used by the person who is receiving the attachment, save the document as a rich text format (RTF) file, or a text file (TXT) before sending it. These files can be read by any word-processing software. A text file only includes the text of the document with no formatting. A rich text format file keeps basic formatting such as bold and underline.

E-mail addresses indicate the user, service provider, type of organisation and (usually) the country in which the user is located. A typical e-mail address is Healthlink Worldwide's address: info@healthlink.org.uk
Info   = the identifier or user name (this could be the name of an individual, a department or a service)
@   = pronounced 'at'
healthlink.org.uk   = the domain name or organisation name
org   = shows that it is an organisation (ac = academic institution,
co   = company, gov = government)
uk   = country in which the organisation is registered

Each **.** is pronounced 'dot', so the above e-mail address would be pronounced:
info at healthlink dot org dot UK

Advantages of e-mail
* fast and relatively cheap
* easy to send the same message to more than one person
* text sent via e-mail can be copied into other documents
* does not require a separate telephone line (although the fax or telephone cannot be used at the same time as sending e-mail)
* does not require a separate computer
* enables faxes to be sent more cheaply than via a fax machine
* enables multimedia messages (containing sound and movement) to be sent if the computer has multimedia facilities
* makes networking easier.

Disadvantages of e-mail
* requires computer skills
* requires Internet access and associated fees
* requires training to use the e-mail system
* software can only be used in a few languages
* legal status of messages has not yet been tested in some countries.

6.6.1 Using e-mail

As well as sending individual messages, e-mail has a wide range of uses, including sending faxes, participating in electronic conferences or mailing list discussions, receiving newsletters and bulletins, and joining networks.

Fax
E-mail can be used to send and receive faxes directly, instead of printing them out and sending them via a fax machine. It is cheaper to send faxes by e-mail, because the messages travel faster, and the telephone charge is for a local call only. This facility requires a fax modem. It is also important to check that the Internet service provider can support sending fax over e-mail.

Electronic conferences
An electronic conference may also be known as a conference list, discussion list, discussion group, or discussion forum.

Electronic conferences allow a variety of people to communicate with each other to discuss issues, ask questions and exchange ideas and experiences. An e-mail sent to the conference address is automatically distributed to all its members. Some larger conferences have a 'moderator' who sees all messages before they are sent out to the member list, to ensure that they are relevant and appropriate to the conference.

A conference may focus on a subject area of interest, such as the prevention and control of HIV/AIDS; or it might have a geographic focus, such as library

services in Asia or public health in India; or it might be aimed at those with a similar job, such as health managers. A number of conference lists are available for library and information staff, such as the regional lists, Aflib, Asialib, Paclib and lists specifically for health information staff, such as AhilaNet and Medlib.

Conferences are often open to anyone interested in the topic. They can be subscribed to automatically by sending an e-mail message to the conference host. Details on how to subscribe to these electronic conferences are given in Section 6.9.4.

TIP: Handling messages

Some electronic conferences and discussion groups are very active and you may receive a number of messages each day, some of which may not be of interest. You could check with your service provider or other NGOs before subscribing. If you are going to be away from your e-mail for some time, you can unsubscribe for that period to avoid a large build-up of messages. Some very active discussion lists, eg AFRO-NETS, offer subscribers a weekly summary of messages.

Remember to keep the instructions on how to 'unsubscribe'. These are usually included in the welcome message when you first join.

Electronic mailing lists

The main aim of electronic mailing lists is to improve e-mail communication between a group of people working together. Electronic mailing lists may be used for short-term action planning or discussion before a meeting, or for ongoing general information sharing and discussion on a particular topic.

For example, Healthlink Worldwide has set up a mailing list for members of its Middle East Programme's regional management group. Members are located in different countries. They use the mailing list conference to plan meetings and newsletter editions. This 'closed' mailing list (open only to regional management group members) has an agreed purpose and a 'moderator', who is responsible for ensuring that it is used for its intended purpose, and for keeping a record of messages sent.

TIP: Setting up an electronic mailing list

You can set up your own electronic mailing list as long as you have an Internet service provider that offers this service (most do). A useful and easy-to-follow guide on how to plan, set up and use a mailing list, *From workplace to workspace: using email lists to work together*, is available on the Internet at http://www.idrc.ca/books/848.html or in print (see Further Reading section).

> **TIP: Bellanet**
> Bellanet (http://www.bellanet.org) is a Canada-based NGO that
> supplies services, advice and training to meet the needs of
> international development research communities and other
> development networks whose members are separated by geography.
> Bellanet provides advice and support to a range of partners on how to
> most effectively use web- and email-based tools for group dialogues
> and efforts toward the sharing of information.

Electronic newsletters and bulletins

Newsletters and bulletins are becoming increasingly available over e-mail as well
as, or instead of, in print format. They are distributed in text-based format
(without pictures or illustrations), and are often available free of charge. Some
publishers prefer to distribute their publications over e-mail to speed up delivery
times and to save on print and mailing costs, but offer the print version to those
who cannot or do not want to receive the electronic version. Some publications
are available electronically only, such as *HNPFlash* (for details see
http://www.worldbank.org/hnpflash) and *WOUGNET Update Newsletter* (see
http://www.wougnet.org).

The advantage of receiving newsletters and bulletins over e-mail is that selected
articles or whole issues can be passed on directly by e-mail to others who may be
interested. In addition, sections can be printed, copied to a word processor and
adapted or reproduced for other materials.

It is worth considering how to store electronic newsletters and bulletins for
reference by others. Key issues or articles could be printed and filed in the
resource centre. They could also be stored in their own folder on your computer
or on a disk.

Many journals and newsletters are also available on the Internet for those with
full Internet access (see Section 6.7.4). Usually, you can sign up for regular
notification of the latest issue and website address via e-mail, which will link to
an electronic (html or PDF) version of the document on the publisher's website.

For details of over 150 free or low-cost international newsletters on health or
disability related issues, see the Source Newsletters and Journals database at:

> http://www.asksource.info/databases.html

Electronic networks
There are a number of networks in developing countries, which bring together people and organisations with common interests and a commitment to information sharing. By offering training, technical support and services such as e-mail, electronic conferences and discussion lists, and databases, these networks facilitate communication on issues such as peace, environment, social justice, international development, education and health.

Examples of electronic networks include SANGONeT (South Africa), PSDN (Philippines), IndiaLink (India), Alternex (Brazil), Association for Progressive Communications (APC), Pactok, and SatelLife's HealthNet network. The American Association for the Advancement of Science website provides links to several good sources of information on electronic networking and connectivity issues: http://www.aaas.org/international/africa-guide

6.7 The World Wide Web

The World Wide Web (www or web for short) is one of the most popular features of the Internet. It is made up of millions of 'pages' of information. A web page is one document or file of information, which can contain text, pictures, and sound. It is possible to move from one page to another by clicking on certain words, phrases or graphics that are usually highlighted and underlined. These are known as 'hyper-text links'. They lead the viewer to related pages on the web.

The World Wide Web provides access to a vast amount of information on all kinds of topics. More and more organisations display information about their products and services on their website. Other useful facilities for resource centres include searching databases and accessing electronic journals and newsletters.

Example of a web newsletter

A website is a number of pages displayed by the same host computer. Each website has its own address or URL (uniform resource locator). An example of a typical web address is: http://www.healthlink.org.uk

| http:// | = the transfer protocol which tells the web browser that it is connecting to the Web |
| www.healthlink.org.uk: | = the domain name of the computer where the information is stored |

org   = shows that it is an organisation
uk   = country code showing which country the
                                       site is registered in

6.7.1 How to find information on the web

The range of information available makes the web an exciting tool. However, it
also makes it difficult to find exactly what you are looking for, and to know that
the information is reliable. There are several ways of finding information on the
web – by typing in a web address, following a link from another site, or using
search tools.

Typing in a web address
If you know the exact address of the website or page, type this into the location
or address box.

Following a recommended link from another site
Many sites include a list of recommended links to related resources on the web.
You can save a lot of time looking around the web by starting from a reliable site
and following the links provided. Someone will have already looked at a wide
range of resources and included only those that seem useful. Examples of
recommended websites are included in Section 6.9.1.

Using the search tools
There are a number of search tools on the web, known as 'search engines' or
'search directories'. These allow you to search the web for a particular word or
combination of words appearing in a website. The search engine or directory will
look through the web and display the addresses of those sites containing the
word or words selected. These are often listed in order of relevance, with those
the search engine thinks are most relevant appearing first.

Each search engine includes instructions on how to search effectively. Take time
to read these before you start. All search engines are slightly different and some
include more advanced features allowing you to search for a whole phrase, use
Boolean terms such as AND, OR, or NOT to combine words, or automatically
look for words with the same meaning. Therefore, if you don't find what you're
looking for, it is worth trying another one.

Advice about searching the web, and a comparison of the various search engines
is available at: http://www.searchenginewatch.com

Recommended search engines include:

All The Web http://www.alltheweb.com
Google   http://www.google.com
Lycos   http://www.lycos.com
MSN Search   http://msn.search.com
Yahoo   http://www.yahoo.com

Some search engines are also known as search directories. A search directory is organised into subject areas, allowing you to search just those sites related to a specific subject, rather than the whole web. Often, the sites included within the directory have been assessed and selected by subject specialists; sometimes this is a service that larger organisations pay for. Using a search directory can produce more accurate results. Of those listed above, Yahoo and MSN Search are directories.

There are also multiple search engines, sometimes known as 'meta' search engines, which search across a number of search engines at the same time. This can save you time, however, a meta search engine can only use those search features that all of the search engines it covers have in common and therefore only perform the most basic kind of search. Meta search engines are particularly useful for broad and shallow searches, for assessing keywords quickly, and for getting familiar with the individual search engines that they cover. Examples are:

Flipper	http://www.flipper.com
Ithaki	http://www.ithaki.net/indexu.htm
Metacrawler	http://www.metacrawler.com
Fazzle	http://www.fazzle.com
Vivisimo	http://vivisimo.com

6.7.2 How to evaluate information on the web

There is a vast amount of information available on the web from all kinds of sources. Anyone can put a document on the web, unlike printed material, which has usually been edited or reviewed. It is sometimes difficult to know how accurate or reliable information on the web is. You need to consider:

- Who has provided the information? Do you or others within that field know of them? Are they known to be accurate, reliable and professional?
- Who has the information been provided for? Are the content and language appropriate for the audience?
- Are sources and references given? If claims and statistics are presented, are the sources reliable? Is there a bias present, and if so, is it stated?
- Is the site up to date?
- A clear guide to evaluating information found on the Internet is available at:
- http://www.library.jhu.edu/elp/useit/evaluate
- A number of other documents offering guidelines for evaluating various information
- resources, particularly those on the web is available at: http://www.vuw.ac.nz/~agsmith/evaln/evaln.htm

6.7.3 Internet databases

Increasingly, databases are becoming available free of charge on the Internet. These databases can be less straightforward and accurate to search than CD-ROM, though, they are becoming easier to use as Internet technology improves. They also incur telephone costs and there is a risk of being disconnected if

telephone lines are poor. However, Internet databases can be a valuable source of information if CD-ROMs are not available.

For example, the National Library of Medicine (NLM) has put all the major commercial databases on their website, so that they can be searched free of charge. Source's bibliographic database is available free of charge from the website. For more information see Section 6.9.6.

6.7.4 Electronic journals and newsletters

Many journals and newsletters are now available in electronic format on the web, as well as, or instead of, in printed format. Some are available free of charge in full text, where the whole of each article can be read, printed or downloaded to disk. For others, only the contents pages of issues and abstracts of each article are available free of charge, and a subscription needs to be paid to view the complete articles.

The advantages of electronic journals or newsletters are:
- They can be searched by keyword or subject as well as by title, author, date and issue number, allowing users to find a specific article without knowing the complete reference.
- Articles can be printed off and read at users' own convenience.
- Articles can be saved to file to allow sections to be incorporated into other documents.
- References within the articles can be given with the full web address to lead readers to the source.
- A current annual subscription may give access to back issues of journals – though if the subscription has expired, access to the back issue may be lost.
- A journal website might include more than the articles themselves. For instance, the *British Medical Journal* website includes discussion groups, more in-depth articles, and readers' comments that are only available on the site.

Some electronic publications may appear on a website as PDF files. See 'Portable Document Format (PDF)' in section 6.3 for more information on creating and viewing PDF files.

For examples of electronic journals and newsletters, see Section 6.9.2.

6.7.5 How to access the World Wide Web via e-mail

It is possible to access web pages even without a full Internet connection. *GetWeb*, developed by SATELLIFE in the USA, is one of a number of services now available which allow you to request and receive the text only of web pages through a simple exchange of e-mail messages. You need to know the exact web address of the page or pages which you wish to access.

To use GetWeb, send an e-mail message to:

getweb@usa.healthnet.org

Type *GET* followed by the web page address in the text of your message (leave the subject line empty). For example:

GET http://www.healthnet.org

The text only of this page will automatically be e-mailed to you.

You can request more than one web page at a time by beginning the message with the command *begin* and completing it with the command *end*. For example, to request three web pages, you might send the following message:

> begin
>
> GET http://www.procaare.org
> GET http://www.promed.org
> GET http://www.edrug.org
>
> end

A guide to using the GetWeb service, including its more advanced features, is available at: http://www.healthnet.org/howtogetweb.php

6.8 Databases

A database is information stored on a computer in such a way that it can be:
- **searched** through to find certain details
- **displayed** on the computer screen or **printed** onto paper in various styles
- **sorted** so that it can be ordered in different ways, such as author, title, subject and date of publication.

A database is made up of 'records', where all the information about an item such as a publication or organisation is stored. Records are equivalent to the cards in a card catalogue system. Each record is made up of 'fields', where information about different aspects of the item is stored – for example, the author or keyword, or the name of an organisation or its telephone number. Fields can be repeated to accommodate more than one author or keyword, or divided into 'subfields' to accommodate titles and subtitles, or the publisher and place of publication.

A database is faster and more flexible than a manual system. For example, searching a card catalogue is limited by the number cards that can be produced, and the way the information is presented can only be changed by re-writing or re-typing the cards.

The types of database most often used in resource centres are bibliographic databases and mailing list or 'contacts' databases.

A **bibliographic database** is like an electronic card catalogue. Each record contains details of materials, similar to the cards in a catalogue. Each field contains information about one aspect of a material, such as the author or title.

A **mailing list database** is like an electronic address book. Each record contains information about individuals or organisations. Each field contains information about one aspect of the individual or organisation, such as their name, profession, organisation type, or address. A mailing list database can be used in various ways. For example, a resource centre membership database could contain information about members of the resource centre, including contact details and their areas of interest. A network database could contain information about resource centres and organisations that can be contacted for information on other subjects.

6.8.1 Standard database structures

It is important to have an initial outline of a database structure before selecting the database software, as the structure and use of the database may affect which program will be most suitable.

A database structure or format defines the fields, their names or numbers, whether they are repeated or subdivided, and often the format of the information in the fields.

It is possible either to use a standard database structure, or to develop one (see Section 6.8.2). There are several advantages to using a standard database structure. It saves the effort of designing a structure, it enables records to be shared with other organisations using the same structure, and it means that there will be good supporting materials. Sharing records with other resource centres can prevent duplication of effort and provide easy access to information about materials in the other resource centres. Therefore, if there is any possibility that the resource centre will want to share records with other resource centres, serious consideration should be given to using a standard structure. Otherwise a lot of time and effort will be needed to alter the structure or convert records.

Standard structures are designed to cover all standard needs. They include the option of adding new fields if required. Standard formats may include fields that are not required. These need not be used, or could be used later if requirements change.

Many standard database structures are available. The main international standard is MARC, but it is too complex for most resource centres. The Common Communication Format (CCF) is a more straightforward structure, and is suitable for storing information about people and organisations, and bibliographic information.

Some structures have been designed for specific subject areas. For example, the MIMBIS Manual is designed for development information. The World Health Organization (WHO) has designed a structure for the African Index Medicus (AIM). This structure or an adapted version of it is used by WHO country offices and health-related organisations such as ministries of health, and medical and health libraries. Healthlink Worldwide has developed database structures for contacts and mailing list functions, which are used by partner organisations as the basis for their own contacts databases and newsletter mailing lists. Both the AIM and Healthlink Worldwide structures are based on CCF.

6.8.2 How to design a database

If you need only a simple database or a very specialised database, you could create your own database structure, or adapt a standard structure. If you are designing or adapting a database structure, make sure that it relates to the systems analysis and objectives (see Section 6.2.1), and remember the tip: *Keep It Simple*.

The initial database design should be produced on paper, noting down each issue, and gradually building up a list of fields, content and format.

There are two main aspects to consider:
- the content of the records – the data to be entered into each field
- the structure of the records – the way in which the record is divided into fields, subfields, and repeatable fields.

You will need to decide what to include in the database, and how the database will be used. Then you can work out the content and structure of the records.

For example, you might decide to include books, periodical articles and audiovisual materials in the same database, or you might decide to have a separate database for, say, audiovisual materials, depending on the size of the collection. If the collection is small, a single database for all materials would be appropriate, enabling all types of material on a particular topic to be located with one search.

Once you have decided what to include in the database, you will need to consider how much detail is required. This depends how the database will be used. For example, a database that will only be used for searching materials in the resource centre will only need to contain basic bibliographic information (author, title, place of publication, publisher, date of publication, keywords and classification number). For example:

WORLD HEALTH ORGANIZATION
Implementation of global malaria control strategy : report of a WHO Study Group.
Geneva : WHO, 1993
Keywords: malaria / prevention and control / health information systems / programme management
Location: HC7.2 WOR

A database that will be used to develop a resource list will need to contain additional information, including an abstract of each material and addresses of distributors. For example:

WORLD HEALTH ORGANIZATION
Implementation of global malaria control strategy : report of a WHO study group on the implementation of the global plan of action for malaria control, 1993-2000
(WHO Technical Report Series 839)
Geneva : WHO, 1993
57 pages
Keywords: malaria / prevention and control / health information systems / programme management
Location: HC7.2 WOR
Abstract: The report provides guidance for the implementation of the Global Malaria Strategy, and recommendations for the development of epidemiological and health information systems to assist in the planning, monitoring and evaluation of malaria control programmes. Emphasises the need for early diagnosis and treatment and the importance of community involvement.
Available from: WHO Distribution and Sales, CH-1211 Geneva 27, Switzerland.

Once the content and purpose of the database have been decided, it will be possible to work out how many fields will be needed, and what the field structure should be, including what fields need to be subdivided or repeated. The

field structure will depend how the information is to be used. A database that will be used to develop a resource list could have fields for both abstracts and distributors, but an ordinary catalogue database would not need these. For the resource centre database, the distributor information could all be in one field. However, for a mailing list database each line of the address would either have to be in a separate repeat of the field or in a separate field, in order to print mailing labels and add the address to letters.

In a bibliographic database, an author's name is entered surname first, then first name, as this is the order recognised for catalogues and bibliographies. The field for names would be repeatable to include up to three authors. In a mailing list database, the name is entered either first name first, then surname (as this is the way that a letter or envelope is addressed) or put into two separate fields. You can work out the number of fields required by writing down the list of fields, and assigning numbers to them (or names, depending on the software).

The structure is easier to remember if related fields are grouped together as follows:
- **resource centre information,** such as accession number and location
- **title information,** such as title and edition
- **responsibility** for the item, such as author, editor or meeting name
- **descriptive information,** such as where published, who published by, date published, number of pages and number of illustrations
- **subject and content information,** such as keywords, geographical coverage and abstract
- **acquisition information,** such as price, whether donation or purchase, and where obtained from.

You will need to know which fields will be used for searching. Fields that will be searched will need to be indexed. An index is similar to the index at the back of a book, and provides much more access to information on the records than a manual catalogue.

Before finalising the structure, you should test it to ensure that the database can do what it is intended to do. This can only be done after the software is selected and installed. However, the initial design process can help to decide which is the most appropriate software.

Once the software is selected, you can test the structure by entering about 20 sample records (at least five records of each material type that the database will need to handle) and noting how easy it is to enter records for the various types of material. You can use these records to carry out functions that the database will be used for, such as searching, sorting and printing.

6.8.3 Data entry guidelines

Once the database has been designed, guidelines need to be written on how to enter data into each individual field, to ensure that data is entered correctly. The guidelines should cover, for example, what to enter, and how to format and punctuate entries. It is useful to write the guidelines as a table.

Field name	Field no.	Guidelines	Examples
Record number	001	Unique number made up of 5 digits. The field must not be empty	18764
Location	900	Classification code followed by first 3 letters of author's name. If the author is an organisation, use the first 3 letters of the organisation name, not its acronym.	HC4.422 AGG AA3 WOR
TYPE	060	Type of document This field must not be empty	Article Manual
DOCNO	120	Document number, where given	WHO/DAP/94.1
Title	200	Title of book or article. Use sentence case. Separate main title from subtitle with the use of a **:** leaving a space either side of the : No full stop at the end This field must not be empty	Vaccination against pregnancy **:** miracle or menace?
Edition	260	Edition of a book, unless first edition, abbreviate edition to ed.	2nd ed.
Author	300	Author(s). - Person's surname entered first in capitals followed by forename in initial capitals; up to 2 more authors in the same format - If more than 3 authors, enter the first one only and type 'et al' in the COMP field - First organisation's name entered in upper case with acronym in brackets - Up to 2 more organisations entered in initial capitals This field is repeatable	RICHTER, Judith BANDAWE, C R WORLD HEALTH ORGANIZATION (WHO) World Bank

6.8.4 Database management

Database management is something that can easily be forgotten, but is an important aspect of having a database. Although data may be entered by any member of staff, the database should be managed by one person. The database manager is responsible for the accuracy and consistency of the data entered. Database management also includes backing up the database onto a floppy disk

or zip disk to prevent loss of data, deleting unwanted files, and developing the database to meet changing needs.

TIP: Backing up
The database should be backed up every time a significant amount of data has been entered or edited. A significant amount is the amount that you would not want to have to re-enter or re-edit if the data were lost. Back-ups should be made on a rotational basis using at least two sets of disks. It is important to have rotational back-ups, in case one back-up becomes corrupt, or if there is a fault in the database before the back-up is made.

Carefully label each back-up disk with the name of the database, the date and its number in the set, for example, 'Disk 1 of 3'. Store disks in a cool, dry place out of direct sunlight. Keep disks away from magnetic and electrical equipment such as telephones, televisions, videos and bags with magnetic clasps. It is sensible to make two back-ups and keep one copy at home, or in another building, to protect them from fire or corruption.

6.8.5 How to choose database software

The differences between different types of database (or text retrieval) software are becoming more blurred as technology improves and new features are added to software programs. This section does not discuss specific programs, but provides guidelines for choosing software. A detailed look at three programs that are often used by libraries and resource centres is given in Section 6.10.

Before you consider what database software to use, you must be clear about what you need a database for (see Section 6.8.2). Think about the long-term needs of the resource centre, and how adaptable the program is, as it is more expensive in terms of both money and time to change to a different program later. Also consider what is happening in your area or field of work. If a particular program is widely used in your geographical area, or is used by a network that you belong to, and it is affordable, it is also worth considering. However, do not decide anything until you have considered all other aspects of database software discussed in this section.

You can identify a suitable program in two stages. First, take four main aspects:
- variable length fields
- repeatable fields
- methods of searching
- flexibility in design and development.
Then, if the program looks suitable, you can look in more detail at the program's functions.

1. Main aspects
If the program is suitable in terms of the first two of these aspects, consider the next two.

Variable length fields are important for bibliographic information. Authors' names and titles, for example, are never a set length, so fields containing this information must be able to adjust in size. Fixed-length fields might be too small, so that data is lost, or too large, resulting in wasted disk space, which can slow down the operation of the database.

Repeatable fields are needed to accommodate multiple authors or keywords. Programs without the facility of repeating fields have either to place all repeats in one field, which causes problems for searching and sorting, or to create a linked database for these fields, which is unnecessarily complicated.

Searching is important, because improved retrieval of information is one of the main reasons for using databases in resource centres. The program needs to be able to cater for different levels of searching, from complex searches carried out by resource centre staff, to assisted searches, or simple searches for resource centre users. The program needs to be capable of retrieving information on known details such as authors or titles; finding materials on a particular subject area; finding individual words or phrases; and searching all fields at once, or individual fields, as required.

Flexibility means the ability to design databases to fit the resource centre's needs, and to make changes as required, such as adding and removing fields, or changing field names and record structures. It is important that continuing to develop the database is straightforward, and can be undertaken by resource centre staff, or other staff in the organisation. Otherwise the services will suffer, and the support required may not be affordable.

2. More detailed assessment
Once you have assessed the four main aspects of a program, you can carry out a more detailed assessment of the program's functions, including:

- how easy it is to set up and develop
- field identification
- data entry assistance
- editing
- indexes
- searching
- sorting
- display, print and download formats
- user interface
- languages
- data protection
- importing and exporting
- hardware requirements
- database size
- software documentation
- help function
- support services
- user groups
- cost factors

How easy to set up and develop Designing and developing a database requires a basic knowledge of computers, and an understanding of how to organise

information. Think about who will design and set up the database. This will depend on the program selected, and the staff skills available within the organisation, or funding for external help. If the right type of program is purchased, very little outside help will be required. However, if the database is not designed by resource centre staff, make sure that resource centre staff are fully consulted during this process, to ensure that the database meets all the requirements of those searching and those managing the data.

When selecting a program, consider whether the program's design process is straightforward and requires few technical skills, or whether it is more complicated. Consider how easy it will be to modify the database to meet future needs, such as adding new fields, or to solve any technical problems, for example, if the database stops working properly.

If you employ a consultant, make sure that the consultancy includes providing good written guidelines and training in how to use the database. Also ensure that any training covers the skills required to adapt and develop the database for future resource centre needs.

Field identification When designing the database, think about how you will label or number fields, and how you will use repeatable fields and subfields. Systems for labelling or numbering fields may be important for sharing information with other systems (see Section 6.8.3).

Data entry assistance Data entry needs to be as straightforward as possible. Records can be entered more quickly and accurately if the program includes facilities for ensuring that data is in the right fields and the right format, and is spelt correctly. Look for the following features:

- **Setting up different data entry screens** for each material type can help prevent data entry mistakes, as most fields on these screens should contain some data, and there is less confusion between fields.
- **Record templates/record skeletons** are useful if you need to enter a lot of similar material. Regularly required data can be entered only once and used for any number of records, without having to be re-entered. The required data can be entered into any number of fields to build up the template/skeleton. To keep down the amount to data to be entered, it is useful to design different templates/skeletons for different types of material, or particular sources of information.
- **Default values** are useful if particular words or phrases are regularly required in a specific field, such as the type of material or language. Only one default value can be entered for each field, so templates/skeletons are a more useful feature than default values.
- **Field templates/input masks** are useful if the data needs to be in a specified format, such as upper case, or a fixed number or pattern of characters, or a specific date format. The pattern of the data is provided in coded form, and data not fitting the pattern will not be accepted by the program.
- **Substitution lists** are useful for standard information, such as organisation names and types of material. Once a list is set up, the abbreviation is typed

and the rest of the word or phrase appears automatically. This saves time, and reduces the chance of errors, including spelling errors.

- **Pick lists** are words and phrases that may be pasted from a list, including data from previous entries or the index.
- **Validation/value lists** are like pick lists, but can only be used for fields where the content is controlled by a set of words or terms, such as subject, keyword, geographic fields, or type of material.
- **Spell checking** is increasingly available with database programs. It can be useful, especially for records with abstracts. However, it cannot replace record checking and other quality control processes.
- **Context-specific data entry help** is very useful, as it provides a quick way of checking the format to be used when entering information into each field. Help messages are entered by the designer and can be updated as needed.
- **Control over which fields must contain data (mandatory fields)** is a useful way of making sure that important information, such as the title or subject, is always entered.

Editing Alterations to the data in the database need to take up as little time as possible, so the options offered by the software are very important. The ability to copy and paste data within and across records is essential. Options to edit specified fields in a record range, the results of a search, or the entire database are also important. A 'find and replace' function is useful, but needs to be used carefully, as this function is not field-specific.

Indexes Computer indexes are similar to the indexes at the back of books, in that they help to locate records containing particular information, or written by a particular author. Browsing an index is similar to browsing the shelves of a resource centre. If something of interest is found, the record(s) can be viewed on the screen.

The type of indexing affects how easy it is to retrieve information. It is therefore important to check what types of indexing are offered - word, term/phrase, specific terms/phrases within a field. Word indexing is useful for finding individual words that may appear in different fields of a database. Term/phrase indexing is useful for indexing and retrieving keywords, and full titles. The ability to index selected words in an abstract is helpful, as indexing every word in an abstract can waste disk space and slow down the program.

Indexing is most useful where more than one type can be used at the same time. For example, word indexing combined with field/phrase indexing for the title field allows access to particular words in the title, as well as a complete title.

Searching There are several ways in which data can be searched:
- **Simple searching** means browsing the index, and selecting and combining terms from the index.
- **Boolean searching** means combining search terms using AND, OR, or NOT. This is sometimes provided in the simplified format of broader/narrower searching.

- **Phrase searching** (searching for a string of words), and **proximity** or **adjacency** of term searching (searching for words that are near each other) are important when looking for important words in the title, or for documents that cannot be well described by the use of subject keywords.
- **Truncation searching** is useful for finding words that have similar word stems, such as singular and plural terms, or words with similar meanings, such as computer, computing, computerised.
- **Synonym and soundalike searching** is useful for finding words that have similar meanings, or words that sound alike, such as words spelt in different ways.
- **Cross reference searching** is useful when a relevant term is found, as it enables the entire database to be searched immediately for other records containing that term.
- **Cross database searching** (searching more than one database at the same time) can be very useful, for example if there are separate databases for different types of materials, different resource centre sites, or for the catalogue and ordering systems. It can help to speed up the search process, or avoid duplicating materials or wasting time re-creating a record.
- **Saved searches** are a search strategy that can be saved and re-run at intervals, to retrieve any new records of interest to a specific user, or in a specific subject area.

Sorting It is useful to be able to sort data (for example, by date, subject, author or title) when carrying out searches, producing bibliographies, or viewing records on-screen. It is important to consider how many levels of sorting are available, and whether complex sorting is offered. For example, if there is no author, the record may need to be sorted by title instead.

Display, print and download formats It is important to look at how easy it is to create a print format, and whether it is possible to format text, so that an attractive printout can be produced without having to use a word processor. It is useful to be able to save records and reports as 'rich text format' (RTF), so that formatted data can be imported directly into documents such as bibliographies and newsletters. It is also useful to be able to save data in HTML (hypertext mark-up language) format, for placing records as text on a website. Check also to see how easy it is to do mail merge and label printing.

User interface Does the program look pleasant on the screen? Is it easy to understand? Can searches be carried out without using written guidelines? However, even if the program is easy to use, it is a good idea to provide users with written guidelines, as these can also be used to tell them what the different databases contain.

Languages It is important that staff and users can understand the language used in the user interface as well as the data that is entered into the database. Check what languages the program is available in, and, if needed, whether data can be entered in non-Roman scripts, such as Arabic or Hindi.

Data protection If resource centre users and other staff are to search the database themselves, it is advisable to have some protection for the data. This could take the form of a search-only version of the software, or a password system.
Search-only versions allow users to search, sort and print. They are useful for resource centre users, and for making the database available to other resource centres and libraries. The other way to prevent database structures and settings from being accidentally altered is by using passwords. Passwords can be set in such a way that different functions are available to different users. For example, resource centre users could have a password that allows only searching, sorting and printing; resource centre staff could have a password that also allows them to enter data; and the database manager could have a password that also allows changes to be made to the database structure.

Importing and exporting You may not need to exchange data between the database and other software to start with. However, it might become important later on to exchange data with other resource centres, or transfer data to a new program. It is useful to choose software that can import or export data in several popular formats.

Hardware requirements Different software programs require different computer specifications. Some require more than the minimum stated specification to function well. To find out what specification you really need, speak to users of the software, not just the suppliers. Work out what capacity hardware (hard disk, memory, and processor speed) you need to run the software. Do you already have this capacity, or do you have a computer that can be upgraded, or will you need to obtain a new computer?

Database size There is usually a top limit to the size of a database file, or the number of records that can be stored, and the maximum number of fields that can be created. Consider whether these are sufficient for the resource centre's needs. This will depend on the purpose of the database (see Section 6.8.2).

Software documentation (user manual) Is the manual easy to use? Is it written in non-technical language? Are there any additional materials to help resource centre staff to use and understand the software?

Help function Is on-line help available with the program by clicking on the help menu? This is important, as commercial manuals to support the software are usually expensive, and may not be available.

Support services Check that the software supplier is stable, both financially and in relation to their trading history, i.e. they are not going to disappear overnight. It is also worth considering their technical experience, and whether they can provide training, troubleshooting services, and software updates.

Find out:
• who provides and supports the software locally
• what experience they have

- what services they offer
- how many other users they are serving.

Also find out how often the software is updated. How much does it cost to upgrade? Can existing databases be easily incorporated into the new upgrades? Look out for help services that are accessible via e-mail and the Internet.

User groups Technical support contracts can be expensive, so it is good to keep in touch with any user groups. Ask your software supplier, staff from related organisations, and members of local networks for details of software support groups.

Cost factors It is essential to consider the cost of:
- initial software purchase and upgrades
- vendor/consultant support
- training
- time required to become familiar with the software.

Make sure that you budget for adequate initial training and follow-up training in more advanced features. Remember, the more complex the software, the more time will be required for staff to become familiar with it. The familiarisation time must be taken into consideration, as less time will be available for other tasks during this period. Weigh up the cost of initial and follow-up training against the workload of the resource centre staff, and the importance of providing up-to-date information services.

6.9 Electronic resources

This list includes: 6.9.1 websites
                         6.9.2 electronic journals and newsletters
                         6.9.3 on-line training
                         6.9.4 electronic conferences
                         6.9.5 databases and other resources on CD-ROM
                         6.9.6 databases on the Internet
                         6.9.7 image collections on the Internet

6.9.1 Websites

The African Publishing Companion: a resource guide
http://www.africanpublishingcompanion.com
A resource that facilitates access to a wide array of up-to-date information
relating to African publishing. It provides an extensive bibliographic survey of
literature on the key issues and topics in African publishing, with an emphasis on
literature published over the past five years. Over 1,600 cross-referenced entries
about African publishers and the book trade – including African publishers'
websites, African booksellers, dealers and distributors in African books, African
book trade associations, etc.

BUBL
http://bubl.ac.uk
A website for libraries which has eight main components: *LINK*, a catalogue of
Internet resources; *Journals*, offering the contents, abstracts or full text of current
titles; *Search*, with ways of searching BUBL or the whole Internet; *BUBL UK*, an
index to UK institutions; *Mail*, which takes you to available mailing lists and
their archives; *Archive*, holding old BUBL files; and *Admin*, providing
information about BUBL itself.

**Center for Disease Control (CDC) National Prevention Information Network
(NPIN)**
http://www.cdcnpin.org
Makes available a variety of Internet services to share and distribute information
and materials on HIV/AIDS, sexually transmitted diseases (STDs) and
tuberculosis for people and organisations working in prevention, health care,
research, and support services. Provides a list of publications and materials which
can be ordered on-line; links to on-line databases; a poster gallery; the *Prevention
News Update* (e-mail bulletin) and a dedicated Spanish section.

Communication Initiative
http://www.comminit.com
Provides information on communication and development experiences and
thinking. Includes communication and development news items, base line data
from the development and communication sectors, the electronic magazine *The
Drum Beat*, programme descriptions, evaluation data and methodologies,
planning methodologies, commentaries, an extensive listing of publications and

reports, links to programmes and organisations in the development and communication sectors, and listings of consultants, training opportunities, vacancies, and events. A special health 'window' is available which focuses on information on health and health communication for development (http://www.comminit.com/healthcomm).

CulturedMed
http://www.sunyit.edu/library/html/culturedmed
A website promoting culturally-competent health care for refugees and immigrants.
Includes approximately 30 bibliographies covering different health beliefs or ethnographic information about various ethnic groups, and links to dictionaries, databases, statistics and organisations that deal with various health topics and refugee groups.

ELDIS
http://www.eldis.org
The Electronic Development Information System (ELDIS) is a directory of electronic sources of information, including on-line databases, CD-ROMs, e-mail services, electronic discussion lists, and Internet sites covering issues around health and development, the environment and countries in the South. A number of full-text materials are available, as well as links to related organisations, libraries and reference sources.

ERC: The Manager's Electronic Resource Center
http://erc.msh.org
The Manager's Electronic Resource Center (ERC) is an electronic information service produced by MSH (Management Sciences for Health). The site gives access to relevant, up-to-date management information and tools specifically tailored to meet the needs of health service managers. Features include: ERC member database; library; calendar of events; electronic discussion lists. Also available in Spanish and French.
The ERC can also be used by those with e-mail access only. To find out how to do this, send an e-mail message to erc@msh.org

Global Health Network
http://www.pitt.edu/~super1/assist/sum.htm
A global 'Supercourse' which has been designed as an Internet-based distance learning resource for medical, nursing and allied students who are beginners in epidemiology, global health and the Internet. Can be used to train students. You can also contribute to the Supercourse as a reviewer, lecture developer or translator.

Healthlink
http://www.healthlink.org.za/hlink
Healthlink is a project of the Health Systems Trust, established to help meet the communication and information needs of health workers in South Africa. It offers links to a range of Internet resources, including its own discussion lists, newsletters, documents and services. It is a reliable source of information about

health and health policy developments in South Africa, and serves as a channel through which health systems research results and recommendations can be shared.

IDRC
http://www.idrc.ca
The International Development Research Centre was created by the Canadian government to help communities in the developing world find solutions to social, economic, and environmental problems through research. Provides links to databases, *IDRC Reports* magazine, IDRC publications catalogue, including the full-text of some publications, information on meetings and workshops.

INASP Health Links
http://www.inasp.info/health/links/contents.html
An internet gateway to selected websites that are of special interest to health professionals, medical library communities, publishers and NGOs in developing and transitional countries.

Johns Hopkins Center for Communication Programs
http://www.jhuccp.org
Covers topics such as adolescent health, HIV/AIDS, breastfeeding, counselling, environment, health care, maternal health, reproductive health, training, and women in development. Features include databases, discussion lists, links to related sites, full-text journals, field reports and other publications on health communication. Also available in French and Spanish.

OMNI (Organising Medical Networked Information)
http://omni.ac.uk
A gateway to Internet resources in medicine, biomedicine, nursing, public health, health management and related topics worldwide. All resources have been filtered, catalogued, classified and subject-indexed to provide access to those sites which are considered relevant and of good quality.

Rehydration Project
http://www.rehydrate.org
A comprehensive source of information and resources on diarrhoea prevention and treatment, oral rehydration therapy and breastfeeding, plus facts, statistics and frequently asked questions (FAQs). Resources include the newsletter Healthlink Worldwide (formerly AHRTAG) newsletter, *Dialogue on diarrhoea* with subject index, and links to related sites.

SATELLIFE
http://www.healthnet.org
Provides information about the activities and services of SATELLIFE, which is an international organisation that uses Internet technology to serve the health communication and information needs of developing countries. Focuses on public health, medicine and the environment. Hosts discussion groups and e-newsletters. Links to a number of health-related electronic conferences managed by SATELLIFE, and to disease-specific information.

Source International Information Support Centre
http://www.asksource.info
Provides access to the Source databases on international health and disability issues, and signposts to other information relevant to those involved in health and disability in developing countries.

University of Zambia Medical Library
http://www.medguide.org.zm
Provides a guide to health resource directories, medical journals (some full-text), health organisations, National Library of Medicine databases, and health news, including a link to Reuters Health Information Service (free access).

WHO Statistical Information System
http://www3.who.int/whosis/menu.cfm
A guide to health and health-related epidemiological and statistical information available from the World Health Organization, and elsewhere. Provides links to Ministries of Health and other relevant, related sites.

World Health Organization (WHO)
http://www.who.int
A comprehensive source of information on international health. Includes details of WHO programmes, activities and services. A catalogue of WHO publications is included with the option to order titles directly over the Internet. Provides links to other sources of health information at an international and regional level.

WWW Virtual Library
http://vlib.org
Provides access to websites covering topics such as agriculture, communications, education, information management, regional studies and others. Many pages are written in an easy-to-follow style with lots of descriptions and personal commentary.

6.9.2 Electronic journals and newsletters

1. Lists of electronic journals

BUBL Journals
http://bubl.ac.uk/journals/publishers.html
A selective list of the websites of major journal publishers.

FreeMedicalJournals.com
http://www.freemedicaljournals.com
Provides links to 900 free medical journals, including French, German, Spanish and Portuguese titles.

FreeBooks4Doctors.com
http://www.freebooks4doctors.com
Provides links to approximately 600 health-related books in html or PDF format, in whole or in part.

Health InterNetwork Access to Research Initiative (HINARI)
http://www.healthinternetwork.org/index.php
The Health InterNetwork Access to Research Initiative (HINARI) provides free or nearly free access to the major journals in biomedical and related social sciences, to public institutions in developing countries. Developed by WHO to provide equitable access to health information.

INASP (International Network for the Availability of Scientific Publications)
http://www.inasp.info/peri/index.html
The Programme for the Enhancement of Research Information (PERI) is a programme for the delivery of scientific and scholarly information through electronic means, developed with research partners and university librarians in developing and transitional countries. Includes full text online journals, current awareness databases and document delivery of major scientific, technical, medical, social science and humanities materials from a wide range of sources.

Source Newsletters and Journals Database
http://www.asksource.info/databases.html#news
Holds details of over 150 international newsletters, magazines and journals relating to health and disability issues which are available free or at low cost to readers in developing countries. If published on the web, you can link directly to the full text of the newsletter.

2. Electronic journals and newsletters

The following electronic newsletters and journals are available on the Internet. They offer the complete text of articles and, in some cases, added features and background reading relating to them.

African Journal of Reproductive Health
http://www.hsph.harvard.edu/ajrh
An international journal publishing original research, comprehensive review articles, short reports, and commentaries on reproductive health in Africa.

AIDS Journal
http://www.aidsonline.com
An international journal publishing the latest research on HIV and AIDS.

Asian-Pacific Newsletter on Occupational Health and Safety
http://www.occuphealth.fi/Internet/English/Information/Electronic+journals
A newsletter published three times a year dealing with occupational health and safety matters in the Asia-Pacific area.

British Medical Journal (BMJ)
http://www.bmj.com
The journal of the British Medical Association.

Disability World
http://www.disabilityworld.org
A bi-monthly magazine on international disability news.

3. Newsletters available over e-mail

HNPFlash
The Human Development Department of The World Bank, Washington USA
http://www.worldbank.org/hnpflash
E-mail: hnpflash@worldbank.org
A monthly electronic newsletter on trends and developments in education,
health, nutrition, population, and reproductive health. The newsletter announces
new technology, new publications, project updates, conference and training
information, job vacancies, grant opportunities and information on other related
electronic resources available on the Internet. In the form of an electronic
archive, the service also makes a number of related documents available over e-
mail, which can be automatically requested by sending a message following the
straightforward instructions given in each bulletin. Other organisations can make
their documents available over this archiving service. You can request to
subscribe to the *HNPFlash* newsletter automatically by sending a blank e-mail
message to
join-hnpflash@lists.worldbank.org

JHPIEGO TrainerNews
Johns Hopkins Program for International Education in Reproductive Health
(JHPIEGO)
http://www.reproline.jhu.edu/english/6read/6issues/6jtn/jtn02.htm
A monthly electronic newsletter on current reproductive health training news;
contraceptive briefs, announcements about reproductive health and training-
related programmes and activities, and tips about Internet and CD-ROM
resources of interest to reproductive health trainers. The information is targeted
at professionals working in low-resource settings. To subscribe, send an email
message to: listserv@community.jhpiego.jhu.edu. In the body of the message,
type: subscribe jtrainernews your name. No words are necessary in the subject
line of the message. Do not include your email address or signature in the body
of the message.

WOUGNET Update Newsletter
Women of Uganda Network (WOUGNET), Kampala, Uganda
http://www.wougnet.org
A monthly electronic newsletter with events, reports, resources, and
organisations related to WOUGNET's mission to further the use of information
and communication technologies among women in Uganda. You can subscribe
to the WOUGNET Update Newsletter by filling out a form on their website, or

send an email message to info@wougnet.org with your request.

4. Journal contents by e-mail services

An added service offered by journal publishers is e-mailing the contents list of each journal before publication. This service could alert you to articles published in journals you do not regularly receive so that you can access the article on the relevant webpage or via e-mail (if available) or order it from another source.

One example is:

ContentsDirect (Elsevier Science)
http://contentsdirect.elsevier.com
ContentsDirect is an alerting service for Elsevier Science journals (and books), including *Social Science and Medicine, Information and Management* and *International Journal of Information Management.* Approximately two to four weeks before a journal issue appears in libraries, readers subscribing to ContentsDirect will receive the contents page of that issue via e-mail. You can subscribe by completing the form on the website, or if you only have e-mail, send an e-mail message to CDsubs@elsevier.co.uk giving your name, e-mail address, full mailing address, the book subject area(s) and journal title(s) for which you would like to receive the ContentsDirect service.

Other major journals offer this service themselves, and these can be subscribed to directly from their websites. Examples are:

Journal of the American Medical Association
http://pubs.ama-assn.org/misc/alerts.dtl

E-BMJ
http://www.bmj.com
The electronic version of the *British Medical Journal.*

The Lancet
http://www.thelancet.com

Morbidity and Mortality Weekly
http://www.cdc.gov/mmwr
You can subscribe to the table of contents (or the complete newsletter) by completing the form on the website. For further information or assistance, contact: mmwrq@cdc.gov

Weekly Epidemiological Record
http://www.who.int/wer
Available in English and French. You can subscribe to the table of contents (or download the complete newsletter) on the website, or obtain the table of contents via email by sending a message to: majordomo@who.ch with the following in the body of the message: subscribe wer-reh
For further information or assistance, contact: owner-wer-reh@who.ch

6.9.3 On-line training

Itrainonline
http://www.itrainonline.org
ItrainOnline offers a single source on the web containing a selection of the best and most relevant computer and Internet training resources for development and social change. This site has sections on basic skills, strategic use of the Internet, web development, technical topics, resources for trainers, and resources for women.

Leland Initiative Web Tutorial Series
http://www.usaid.gov/regions/afr/leland/tutorial
Leland Initiative Web Tutorial Series. Ten lessons on creating web pages, from the basics to using web development software and good design practice.

Yenza!
http://www.nrf.ac.za/yenza
"Yenza" – which means "do it" in isiXhosa and isiZulu – is a guide to using the Internet for research and teaching in the Social Sciences and Humanities. Offers practical 'how to' information and links to useful resources on using the Internet for research, integrating the Internet into teaching, and how to build your own website. The information on this site should help both the novice researcher and the more experienced researcher to find and develop on-line resources. The site can be used independently by researchers, although it was primarily developed to complement face-to-face workshops. The section, *Yenza! For trainers*, contains resources for people wanting to run workshops using the site, and the entire Yenza! site can be downloaded in compressed form for running off-line.

6.9.4 Electronic conferences

Archives of the electronic conferences can usually be found on their related websites.

AF-AIDS
http://www.hivnet.ch:8000/africa/af-aids
Discussion and exchange of information and experiences on HIV/AIDS in Africa (in English and French). Subscribe directly from the website or send an e-mail message to: af-aids@hivnet.ch
Type the word join in the subject line, leave the rest of the message empty.

AFRO-NETS: African Networks for Health Research and Development
http://www.afronets.org
The main purpose of the forum is to exchange information between the different networks active in health research for development in East and Southern Africa. A popular discussion forum for those interested in a range of health issues within Africa. Subscribe by completing the on-line form on the website or send an e-mail message to: majordomo@usa.healthnet.org
In the body of the message type only: SUBSCRIBE afro-nets youremailaddress
Leave the subject line blank and do not include your signature at the end of your

message. For further information or assistance, contact: owner-afro-nets@usa.healthnet.org

AHILA-Net
http://www.ahila.org/ahilanet.html
AHILA (Association for Health Information and Libraries in Africa) has its own e-mail discussion list (set up by the WHO library) to allow health librarians, information workers and health information providing organisations, primarily in developing countries, to communicate directly with each other, sharing ideas and airing problems and experiences. To subscribe, send an e-mail message to: bertrandi@who.ch

Asialib
http://mailman.anu.edu.au/mailman/listinfo/asialib
A discussion list on libraries in Asia. To subscribe, send an e-mail message to: asialib@mailman.anu.edu.au

Paclib-l
http://mailman.anu.edu.au/mailman/listinfo/paclib-l
A discussion list for Pacific libraries. To subscribe, send an e-mail message to: paclib-l@mailman.anu.edu.au

E-drug: Essential Drugs
http://www.essentialdrugs.org
An electronic forum to allow health professionals to share information about essential drugs, policy, programme activities, education and training. Available in English, French, Spanish and an India-specific version. Subscribe by completing the form on the website or send an e-mail message to:
majordomo@usa.healthnet.org
In the body of the message type only: SUBSCRIBE e-drug youremailaddress
Leave the subject line blank and do not include your signature at the end of your message. For the French version, substitute e-med for e-drug; or e-farmacos for Spanish. For further information or assistance, contact: owner-e-drug@usa.healthnet.org

HIF-net at WHO
http://www.inasp.info/health/forum.html
An email discussion list dedicated to issues of health information access in resource-poor settings. To subscribe, email your name, affiliation and professional interests to health@inasp.info

ProCAARE: Program for Collaboration Against AIDS and Related Epidemics
http://www.procaare.org
Aims to provide a forum for dialogue among clinicians, researchers, practitioners and policy-makers in both the industrialised and developing world who are engaged in the fight against the epidemic.
Subscribe by completing the form on the website or send an e-mail message to:
Majordomo@usa.healthnet.org
In the body of the message type only: SUBSCRIBE procaare youremailaddress

Leave the subject line blank and do not include your signature at the end of the message.
For further information or assistance, contact: owner-procaare@usa.healthnet.org

ProCOR: Global Electronic Conference on Cardiovascular Health in the Developing World
http://www.procor.org
Aimed at addressing the emerging epidemic of cardiovascular diseases in the developing world. Subscribe by completing the form on the website or send an e-mail message to: Majordomo@usa.healthnet.org
In the body of the message type only: SUBSCRIBE procor youremailaddress
Leave the subject line blank and do not include your signature at the end of the message.
For further information or assistance, contact: owner-procor@usa.healthnet.org

SEA-AIDS – an Asia Pacific e-mail link
http://www.hivnet.ch:8000/asia/sea-aids
E-mail discussion and electronic information service aimed at linking those interested in building and shaping the response to HIV and AIDS in the Asia-Pacific region.
To subscribe, complete the form on the website or send an e-mail message to: healthdev@hivnet.ch

TDR-scientists
http://www.who.int/tdr/kh/bittdre.htm#tdr
A networking forum for scientists formed as part of the UNDP/World Bank/WHO Special Programme for Research and Training in Tropical Diseases (TDR). Especially sensitive to the needs of scientists from developing countries, the tdr-scientists serves as a networking forum for tropical disease research scientists everywhere.
To subscribe, email majordomo@who.ch and type the following in the body of the message: subscribe tdr-scientists
For further information or assistance, contact: owner-tdr-scientists@who.ch

6.9.5 Databases and other resources on CD-ROM

AIDS Action CD-ROM
Aimed at health workers, educators and community workers, these resources
provide practical information on a wide range of care, support and prevention
issues concerning HIV, AIDS and sexually transmitted infections (STIs). The
resources include training manuals, briefing papers and discussion guides. Also
included are the international editions of *AIDS Action*, a newsletter that was
produced by Healthlink Worldwide between 1987 and 2001. Regional editions
of *AIDS Action* are still produced by Healthlink Worldwide's partner
organisations. Contents of the CD-ROM are also available on the web at
http://www.aidsaction.info
Available from: Healthlink Worldwide
Cityside, 40 Adler Street
London E1 1EE, UK
Tel: +44 20 7539 1570
Fax: +44 20 7539 1580
Email: info@healthlink.org.uk
Website: http://www.healthlink.org.uk

African HealthLine (formerly African Health Anthology)
A collection of bibliographic databases containing over 400,000 references, most
with abstracts. All references cover relevant African health issues. Databases
include: African Index Medicus (AIM), AIDSLINE, African subset of CAB
Health database, African subset of MEDLINE, Source databases, and others.
Available from: National Inquiry Services Centre (NISC)
22 Somerset Street, PO Box 377
Grahamstown 6140, South Africa
Tel: +27 46 6229698
Fax: +27 46 6229550
E-mail: info@nisc.co.za
Website: http://www.nisc.co.za/DataBases/DataBaseLinks/HEALTH.HTML

CAB Health
Covers communicable diseases, tropical disease, parasitic disease and
parisitology, human nutrition, community and public health, and medicinal and
poisonous plants. Over 3,500 journal sources are scanned from more that 125
countries. Produced by CAB International. Also available via the web.
Available from: Ovid Technologies Ltd
Merlin House
20 Belmont Terrace
London W4 5UG, UK
Tel: +44 20 8585 6400
Fax: +44 20 8585 6640
Email: europe@ovid.com
Website: http://www.ovid.com

e-TALC
A collection of resources (newsletters, journals, teaching materials, factsheets) about many aspects of primary health care, primarily with a developing country focus. Contributors include AfriAfya, Cochrane Review, Community Eye Health Journal, NAM, Footsteps. Some are intended for a medical audience, others will be useful to community health workers.
Available from: e-TALC
PO Box 49
St Albans
Herts AL1 5TX, UK
Tel: +44 1727 853869
Fax: +44 1727 846852
E-mail: e-talc@talcuk.org
Website: http://www.e-talc.org

ExtraMED
Contains the full text of around 300 biomedical journals from all over the world, mainly from developing countries. It was established on the initiative of the World Health Organization. Apart from its use by researchers in medical libraries, ExtraMED should also be of interest to hospitals and doctors in developing countries and elsewhere. Other target audiences include non-governmental and international development organisations, and multi-lateral and bi-lateral donor agencies and charitable organisations. Journals are presented as page images and are all indexed.
Available from: ExtraMED
Informania
PO Box 40
Petersfield
Hants GU32 2YH, UK
Tel: +44 1730 301297
Fax: +44 1730 265398
E-mail: informania@supanet.com

Food and Nutrition Library
Contains over 300 publications in the fields of food, nutrition, and food policy and nutrition research. Also available free on the web.
Available from: Human Info NGO
Oosterveldlaan 196
B-2610 Antwerp
Belgium
Tel: +32 3 448 0554
Fax: +32 3 449 7574
Email: humanity@humaninfo.org
Website: http://www.humaninfo.org or http://www.nzdl.org

Medical and Health Library
The Medical and Health Library 1.0 was built in December 1999. It was jointly initiated by the Humanity Libraries Project (now called Human Info NGO), and the Payson Center for International Development of Tulane University. It

contains 210 publications – 30,000 pages of ideas and solutions – in the fields of clinical treatment, emergencies, essential drugs, family planning, food and nutrition, health education, HIV/AIDS, medical equipment, prevention, public health, research, and sanitation. Also available free on the web.
Available from: Human Info NGO (See Food and Nutrition Library above)

MEDLINE/PubMed
The National Library of Medicine's (NLM) bibliographic database covering medicine, nursing, dentistry, veterinary medicine, and the pre-clinical sciences. Journal articles are indexed and are searchable, using NLM's controlled vocabulary, MeSH (Medical Subject Headings). References include the English abstract when published with the article. Also available via the web.
Available from: Ovid Technologies Ltd (see contact details for CAB Health above)

POPLINE (POPulation information onLINE)
Provides worldwide coverage of population, family planning, and related health issues, including family planning technology and programmes, fertility, and population law and policy. In addition, POPLINE focuses on particular developing-country issues including demography, AIDS and other sexually transmitted diseases, maternal and child health, primary health care, communication, and population and environment. The database is produced by the Population Information Program at the Johns Hopkins School of Public Health. It is available free of charge to developing countries.
Available from: Population Information Program
Center for Communication Programs
Johns Hopkins School of Public Health
111 Market Place, Suite 310
Baltimore
Maryland 21202-4012, USA
Tel: +1 410 659 6300
Fax: +1 410 659 6266
E-mail: POPLINE@jhuccp.org
Website: http://www.POPLINE.org

Topics in International Health series
Contains interactive tutorials, an image collection and a glossary of medical terms. Intended for use as training materials – providing interactive tutorials covering key topics on international health issues for the tropical diseases and health community.
Subjects: acute respiratory infection, diarrhoeal diseases, HIV/AIDS, leishmaniasis, leprosy, malaria, schistosomiasis, sexually transmitted infections, sickle cell disease, trachoma, and tuberculosis.
Available from: CAB International
Wallingford
Oxon OX10 8DE, UK
Tel: +44 1491 832111
Fax: +44 1491 829292
E-mail: publishing@cabi.org
Website: http://www.cabi-publishing.org/CDROM/TIH

Women, Children and HIV: Resources for Prevention and Treatment
Contains over 5,000 pages of text related to the prevention, diagnosis, treatment and care of HIV-infected women and children. Within each topic there are overviews, guidelines and policy analyses, community education information, research journal articles and reports, listings of organisations and related Internet sites.
Available from: HIV InSite
University of California
4150 Clement Street, Building 16
VAMC 111V - UCSF
San Francisco, CA 94121
USA
Fax: +1 415 379 5547
E-mail: gshiv@hivinsite.ucsf.edu
Website: http://hivinsite.ucsf.edu

6.9.6 Databases on the Internet

Most of the following databases are available on the Internet free of charge, and also on CD-ROM (although most are not free of charge in this format).

African Index Medicus (AIM)
http://www.who.int/library/country/regional/aim/index.en.shtml
Bibliographic database compiled from a number of national databases of materials published in African countries on medicine and health, merged with records from WHO, MEDLINE, POPLINE and related databases.

AIDSinfo
http://www.aidsinfo.nih.gov
Catalogues trials of substances being tested for use against AIDS, HIV infection, and AIDS-related opportunistic diseases. Each record covers a single trial, and

provides information such as title and purpose of the trial, diseases studied, patient eligibility criteria, contact persons, agents being tested, and trial locations. Sponsored by the FDA, the NIAID, the NLM, and the Centers for Disease Control in the US.

CHID online (The Combined Health Information Database)
http://chid.nih.gov
A bibliographic database produced by health-related agencies of the US government, providing titles, abstracts, and availability information for health information and health education resources. Covers sixteen topics: AIDS, STD and TB education, Alzheimer's, arthritis and musculoskeletal and skin diseases, cancer prevention and control, deafness and communication disorders, diabetes, digestive diseases, epilepsy education and prevention, health promotion and education, kidney and urologic diseases, maternal and child health, medical genetics and rare disorders, oral health, prenatal smoking cessation, and weight control.

MEDLINE/PubMed
http://www.ncbi.nlm.nih.gov/PubMed
The National Library of Medicine's (NLM) bibliographic database covering medicine, nursing, dentistry, veterinary medicine, and the pre-clinical sciences. MEDLINE is searchable through PubMed which also includes links to many sites providing full text articles and other related resources. Journal articles are indexed and are searchable, using NLM's controlled vocabulary, MeSH (Medical Subject Headings). References include the English abstract when published with the article.

National Library of Medicine (NLM) Gateway
http://gateway.nlm.nih.gov
The NLM Gateway allows users to search in multiple retrieval systems at the US National Library of Medicine (NLM). The Gateway searches MEDLINE/PubMed (journal citations, 1966 to present), OLDMEDLINE (journal citations, 1957–1965), LOCATORplus (catalogue records for book, serials, audiovisual materials), MEDLINEplus (consumer-orientated health and drug information), DIRLINE (directory of health organisations), AIDS Meetings (meeting abstracts on AIDS/HIV), Health Services Research Meetings (meeting abstracts on health services research), Space Life Sciences Meetings (meeting abstracts on space life sciences), and HSRProj (health services research projects in progress funded by the US government and private grants and contracts; provides access to information about research before results are available in a published form).

POPLINE (POPulation information onLINE)
http://www.POPLINE.org
Provides worldwide coverage of population, family planning, and related health issues, including family planning technology and programmes, fertility, and population law and policy. In addition, POPLINE focuses on particular developing-country issues including demography, AIDS and other sexually transmitted diseases, maternal and child health, primary health care,

communication, and population and environment. The database is produced by the Population Information Program at the Johns Hopkins School of Public Health.

Source Bibliographic database
http://www.asksource.info/databases.html
Provides free access to a unique collection of more than 20,000 records of materials focusing on the management and practice of health and disability in developing countries. References include books, reports, articles, and CD-ROMs held in the Source International Information Support Centre. Details of publisher or distributor of printed materials are given, and a link to the full text of materials available electronically on the Internet. Subject areas include adolescent and child health, disability, diseases and disease control, health communication, HIV/AIDS, information management, poverty and health, primary health care, reproductive and sexual health, training, and more.
The Source database includes what was known as the Healthlink Online database and has been formed from the merger of the resource centres of Healthlink Worldwide and the Centre for International Child Health, in collaboration with Handicap International UK.

Source Contacts database
http://www.asksource.info/databases.html
Allows users to search for organisations – including publishers, distributors, information providers, and training organisations – working in health and disability worldwide. This resource has been used as a valuable networking tool to learn about the activities of other organisations working regionally and internationally.

Source Newsletters and Journals database
http://www.asksource.info/databases.html
Allows users to search information on over 150 newsletters, magazines and journals related to health and disability, which are available free or at low cost to readers in developing countries. Links to the full text of newsletters are included if they are published on the web. This resource provides a rich source of core materials to build up resource centres and to provide up-to-date health information at little cost. It also lists a number of recommended titles available on subscription.

WHOLIS (WHO Library Catalogue)
http://www.who.int/library/database
Catalogues the complete collection of WHO publications, including periodical articles from WHO journals from 1985 to present, and the content of the quarterly bulletin of additions to WHOLIS, called WHODOC. The catalogue also provides access to the WHO collection on international public health and development. References are searchable using NLM's controlled vocabulary, MeSH (Medical Subject Headings).

6.9.7 Image collections on the Internet

Clipart for Health Communication
http://www.hcmn.org/clipart
A reference tool for health communications material development. The artwork in the database includes materials in the Media/Materials Clearinghouse, as well as art that is sent in from Health Communication Materials Network members from their own project work. Users can search the database, and use the images they find as models for developing their own illustrations. High-resolution images suitable for reproduction are not distributed. Each item is catalogued noting the producer, artist, country, subject, format (eg colour, black & white, line art, cartoon, photo), etc.

DevArt: Artwork for Development
http://developmentart.com
A collection of copyright-free, downloadable, publication-quality line drawings, drawn by professional artists in Asia and Africa. Access to and use of the artwork is free, but users are asked to credit the original artist.

International Labour Organization (ILO) On-line Photo Library
http://www.ilo.org/dyn/media/mediasearch.home
A database of 1,500 images of developing countries. NGOs, institutions and journalists may search the database on-line and then request high-resolution copies of photographs by e-mail to Béatrice Mann (mann@ilo.org).

MediaBase
http://www1.fao.org/media_user/_home.html
Over 3,000 images from the Food and Agriculture Organization of the United Nations, searchable by country, region, human content (eg 'parent', 'crowd') or subject (eg 'nutrition', 'forestry').

Media/Materials Clearinghouse (M/MC)
http://www.jhuccp.org/mmc/index.php
A single interface for several databases of health communications resources: Mediabank for images of posters and other visual materials; Netlinks for links to websites, listservs and organisations; Photoshare for photographs; POPLINE for the latest documents. Hosted by the Johns Hopkins Center for Communication Programs.

Section 6.10 Review of database programs

Guidelines on selecting software for bibliographic databases are included in Section 6.8.5. This section looks in detail at three programs that are used by libraries and resource centres for bibliographic databases – WINISIS (the Windows version of CDS-ISIS), Idealist, and Inmagic (including Inmagic DB/Textworks). This review covers the latest versions of each program available at the time of printing (early 2003), plus the DOS version of Inmagic (called Inmagic Plus) as this is still a very useful program.

Each program is assessed separately on the basis of the aspects outlined in Section 6.8.5. The table at the end of this section compares all the main features of the three programs. The notes in this section provide additional information on some of the features, plus an element of evaluation.

Programs such as Access, dBase and Foxpro are sometimes used by libraries and resource centres. However, they are not covered, as they all have fixed field lengths and have no repeating field function, and, although flexible, they cannot easily be developed and updated by staff with non-technical skills. Filemaker Pro is on the borderline, as it has a repeatable field function, but does not have variable length fields.

6.10.1 Inmagic DB/Textworks (and Inmagic Plus)

Inmagic DB/Textworks is an easy-to-use program that is suitable for large resource centres or those that need a database to support a range of activities. Inmagic Plus is the DOS version and Inmagic DB/Textworks is the Windows version. Both were developed by Inmagic Inc., Woburn, Massachusetts, USA.

Inmagic DB/Textworks is quite expensive, but is quick to learn and can perform a wide variety of activities. Inmagic Plus has the flexibility of the Windows version, but none of the very recent developments. Inmagic Plus is no longer developed or supported, but along with the Library Guide (a set of pre-defined databases including catalogue, orders, users, and loans), is available as freeware for those who do not require support.

The term Inmagic is used when discussing both programs in this chapter. The individual names DBTextworks and Inmagic Plus will be used to discuss the individual programs.

Program suitability Inmagic is designed for use with bibliographic data, as well as other textual and numeric data. A number of calculation functions are available both within and across records.

Repeatable fields and variable length fields Inmagic has variable length fields and the ability to repeat fields.

Searching Inmagic has the facility for both simple and expert searching (see table at the end of this section).

Flexibilty Inmagic is very flexible, both in relation to the initial design process, and in making alterations. It is easy to add and remove both fields and indexes, with these changes taking effect across the database. It is also straightforward to change field names and record structures.

How easy to set up and develop Databases can be designed and managed in Inmagic without technical computer knowledge, although technical support is useful if resource centre staff are not very familiar with computers or databases.

Inmagic can use either name-based or numeric field tags, and can replace these with different field labels as required. It is the most flexible of the programs in this respect. Name-based field tags make it more user-friendly when designing a database, and number-based field tags are useful if wanting to use standard bibliographic database formats, although the lack of a subfield function means that it cannot be fully compatible with standard formats.

Data entry assistance Inmagic provides all the data entry assistance functions described in Section 6.8.5 (see table at end of this section).

Indexes (inverted files) Inmagic can index fields by word or term (whole fields), and can use more than one type of indexing for any field at the same time (such as word and term), enabling index terms to be viewed as both individual words and phrases. Inmagic has individual indexes for each field, although these can easily be searched as multiple indexes.

Sorting Complex options for sorting are available, including sorting a record by an alternative field when a particular sort field is missing, such as sorting by title when there is no author.

Display, print and download formats DBTextworks uses simple 'box placing' (placing field 'boxes' in the required layout) or 'drag and drop' (using the cursor to drag and place field boxes in the required layout) to set up formats for displaying, printing and downloading (writing to file). Text, images, punctuation and formatting can be added to all of these, and reports can be saved as rich text format (RTF) and in hypertext mark-up language (HTML) for placing records as text on a website. Added text can be set to appear only if the field contains data. It is also possible to include 'sort' and 'report' headers and footers to develop more creative formats. These make it very useful for producing resource lists and directories. Label printing functions are available and mail merge can be done relatively easily, either by exporting records or creating a report format.

DBTextworks records can include links to documents and graphics files and website addresses. Facilities are built in to display graphics and to open listed documents and websites.

Designing formats using Inmagic Plus is more complex, although not too difficult. However, formats cannot utilise RTF, or be saved as HTML, although it is possible to add HTML codes into 'write-to-file' formats, and change the TXT extension to HTM after saving.

User interface DBTextworks has a user-friendly interface with on-line help. Inmagic Plus is a menu-driven interface, but still user-friendly.

Languages DBTextworks is currently available in English, French and Spanish. Inmagic Plus is only available in English.

Importing and exporting to other programs All popular formats are available (see table at end of this section).

Hardware requirements Inmagic does not require a high specification to work at a satisfactory pace. However, it is important to note that with all databases, the size of fields, and the number of fields indexed will have as much effect on the speed of the program as the number of records in the database.

Software documentation The manual for DBTextworks is comprehensive, clear, well illustrated and well indexed. A manual is no longer available for Inmagic Plus.

Support services Support for commercial programs such as DBTextworks can usually be arranged through a contract with a local supplier, depending on availability. Support services are also increasingly accessible via e-mail and the Internet. Inmagic Plus is no longer supported.

For more up-to-date information about DBTextworks, contact the website below. The website also includes trial versions of the software than can be downloaded after applying for a password.

> http://www.inmagic.com

Details of distributors are available from the support page on the website, which also includes access to a 'Technical Support Knowledge Base', which is a searchable database of questions and answers to common support questions.

> http://www.inmagic.com/support.htm

E-mail Newsletter The *Inmagic Digest* is published quarterly and provides details of new features, training and news. It can be subscribed to from the following address, which also provides access to the newsletter archives:

> http://www.inmagic.com/newsletters.htm

User groups Inmagic has strong user groups in the UK and USA. There is a mailing list to which questions and comments can be sent.

To subscribe send a message to: inmagic-users-request@inmagic.com

With the message: SUBSCRIBE

After subscribing, use the following address to send messages to the list:
Inmagic-users@inmagic.com

In addition, the UK user group has a website: http://www.ukiug.com

Cost factors Remember that the total cost of a program includes training, technical support, and time for staff to familiarise themselves with the program, as well as the price of the software. DBTextworks is user-friendly and has an excellent manual, so only a few days training is needed in the use of the program. However, general computer skills are important, as is an understanding of databases, how they work and what they can be used for.

6.10.2 Idealist

Idealist is an example of a program that was originally intended for personal use, but is very suitable for small resource centres. Other examples are Reference Manager and Procite, which have several pre-defined database structures and print formats, but not all the functions listed in Section 6.8.5.

Idealist can do most things required by a small resource centre, or a large resource centre that mainly requires a catalogue database. It is not so useful for producing printed materials such as resource lists. However it is inexpensive and easy to use.

Program suitability Idealist is designed for use with bibliographic, as well as other textual and numeric data. Calculation functions are limited to within records, and are not very easy to use.

Repeatable fields and variable length fields Idealist has variable length fields and the ability to repeat fields.

Searching Idealist has the facility for both simple and expert searching (see the table at the end of this section).

Flexibility Idealist is flexible, both in relation to the initial design process, and in making later alterations. It is easy to add and remove both fields and indexes, with these changes taking effect across the database. It is also straightforward to change field names and record structures.

How easy to set up and develop Bibliographic databases can be designed and managed in Idealist without technical computer knowledge, although technical support is useful if resource centre staff are not very familiar with computers or databases.

Idealist uses name-based field tags, which makes it user-friendly when designing databases.

Data entry assistance Idealist provides all the data entry assistance functions described in Section 6.8.5 (see table at end of this section). However, it is limited to a single glossary for substitutions. The validation/value list function (which is called the vocabulary list) is useful for pasting in terms and controlling vocabulary used in fields, but only accepts or rejects individual words rather than phrases, and therefore cannot provide full control for fields such as keywords.

Indexes (inverted files) Idealist can only index by word, and has one index for all fields of the database. However, it can highlight terms appearing in a specified field.

Searching Idealist offers all the standard search functions, although only the basic Boolean searching is straightforward: combining searches with AND is called narrowing the searching, and using OR is called widening the search. It has a synonym search function, which is useful for retrieving synonyms of the search term, particularly in fields such as title or abstracts. It also has a cross-reference searching function that retrieves all records that contain any selected word or the current record.

Sorting Idealist is not limited in the number of sort levels, and has a number of complex options, but cannot sort on an alternative field if the specified field is empty – for example, sorting by title if there is no author.

Display, print and download formats Idealist uses the same on-screen layout for data entry and viewing records. Layouts can be re-designed, but this is time-consuming and not necessary. Idealist uses box placing for print formats only. Text can be added, but as field and text boxes in the print formats are of fixed length, true bibliographic formats cannot be produced. To download records using Idealist, simple export formats are used. These cater for variable length fields, and text and punctuation can be added. However, it is not possible to add formatting such as rich text format (RTF), and added text will appear for each record even if the field is empty. It is possible to include hypertext mark-up language (HTML) codes into the export format, for placing records as text on a website. Both label printing and mail merge functions are available. Idealist can link to and display graphics files and link to and open document files and websites.

User interface Idealist has a user-friendly interface with on-line help.

Languages Idealist is only available in English.

Importing and exporting to other programs Idealist can import and export data in all the popular formats (see table at end of this section).

Hardware requirements Idealist does not require a high specification to work at a satisfactory pace. However, it is important to note that as with all databases, the size of fields, and the number of fields indexed will have as much effect on the speed of the program as the number of records in the database.

Software documentation The manual that comes with Idealist is comprehensive, well illustrated and well indexed, although the summarising at the beginning and end of each section can be confusing.

Support services Support for commercial programs such as Idealist can usually be arranged through a contract with a local supplier, depending on availability. Support services are also increasingly accessible via e-mail and the Internet.

The Idealist developers, Bekon, provide support free of charge to purchasers of version 3 onwards from: idealist@bekon.com
or   http://www.bekon.com

The website includes information about the software, frequently asked questions and a demonstration version of the software for downloading.

User groups At present there are no user groups.

Cost factors Remember that the total cost of a program includes training, technical support, and time for staff to familiarise themselves with the program, as well as the price of the software. Idealist is user-friendly and has an excellent manual, so only a few days' training is needed. However, general computer skills are important, as is an understanding of databases, how they work and what they can be used for.

6.10.3 CDS-ISIS for Windows (WINISIS)

CDS-ISIS for Windows or WINISIS as it is sometimes known is a non-commercial program developed by UNESCO and collaborating organisations, and distributed by a network of national distributors. WINISIS is widely used in developing countries due to its low cost and flexibility. It is a low-cost program, and is useful for all sizes of resource centre, and those that need to produce resource lists and other outputs. However, it takes some time to learn the more complex features, such as the formatting language.

Program suitability CDS-ISIS is designed for use with bibliographic data, as well as other textual and numeric data. Calculation functions are limited, as the sister program IDAMS is designed to undertake these.

Repeatable fields and variable length fields CDS-ISIS has variable length fields and the ability to repeat fields.

Searching CDS-ISIS has the facility for both simple and expert searching (see table at end of this section).

Flexibility CDS-ISIS is very flexible, both in relation to the initial design process, and in making later alterations. It is relatively easy to add and remove both fields and indexes, with these changes taking effect across the database. It is also

straightforward to change field names and record structures. However, CDS-ISIS is not always easy to use, especially in relation to database design and the need to learn a formatting language for indexing and print/display formats. WINISIS has solved some of the more difficult aspects of the old DOS version, such as database design, but not the formatting language.

How easy to set up and develop CDS-ISIS for Windows is easier to design and manage than the DOS version of CDS-ISIS, but initial and follow-up training and support (see information about user groups below) is still recommended for those without strong computer skills, and to understand the formatting language used for designing print/display formats.

CDS-ISIS uses number-based field tags. This, along with the ability to subdivide fields, enables it to use standard bibliographic database formats. For ease of use, the numeric field tags are replaced by name labels for data entry, editing, and searching.

Data entry assistance CDS-ISIS only offers half the data entry assistance functions described in Section 6.8.5 (see table at end of this section).

Indexes (inverted files) CDS-ISIS can index fields by word or term (whole fields, and subfields), and can use more than one type of indexing for any field at the same time (such as word and term), enabling index terms to be viewed as both words and phrases. Although CDS-ISIS only indexes the first 30 characters of any term, important words or phrases in titles, abstracts and so on can also be individually selected for indexing. It is also possible to search for terms that are not indexed, using more complex command-based searching.

CDS-ISIS has one index for all fields of the database, although it is possible to display separate listings for each field.

Searching CDS-ISIS offers all the standard search functions. It also offers the ANY search function (any terms defined as linking with the search term will be retrieved). This can be used to provide synonym search functions, but it is more widely used to provide a 'broader' or 'exploded' search function. For example, ANY Africa can retrieve records including the name of any African country; ANY disease and ANY therapy can respectively retrieve all records relating to different diseases, or different types of therapy.

Sorting Complex sort options are available, including sorting fields by an alternative field when a sort field is not present, such as sorting by title when there is no author.

Display, print and download formats CDS-ISIS can produce complex display and print formats including the addition of text, punctuation and formatting. Added text can be set to appear only if the field contains data. This makes it very suitable for producing resource lists and directories. However, it takes time to learn how to create good formats in CDS-ISIS, as the program uses a complex formatting language. CDS-ISIS can also link to and display graphics files, and

link to and open document files and websites. Label printing is possible, and mail merging can be done by creating a relevant download (save-to-file) format.

Download / save to file formats Records can be saved to file for later printing in plain text format that requires formatting to be added using a word processor. The Beta version 1.422 offers the option to save records using hypertext mark-up language (HTML), but this still requires the addition of HTML coding as part of the formatting language.

User interface CDS/ISIS has a user-friendly interface with on-line help.

Languages CDS-ISIS is currently available in English, French, Spanish, and an Arab enabled version with full Arabic support for inverted file and search functions, and mixed language support (English/French and Arabic).

Importing and exporting to other programs CDS-ISIS uses the international standard for data exchange as its primary import and export format. However, the add-on conversion programs – ImpExp2709, IsisAscii v 0.92 and XML2ISIS (all available from the UNESCO site) – enable import in most standard formats including XML. Exports in formats other than the International Standard (ISO2709), eg comma delimited or tagged, require the creation of a relevant download (save-to-file) format.

Hardware requirements CDS/ISIS does not require a high specification to work at a satisfactory pace. However, the database size would be an important consideration for the size of the hard disk and memory, and the processor speed. As with all databases, the size of the fields and the number of fields indexed will have as much effect on the speed of the program as the number of records in the database.

Software documentation The manual that comes with the Windows version of CDS-ISIS is only an update of the DOS manual, which has always been too technical for most users. A number of useful guides to CDS-ISIS are listed in the Further Reading section, including the comprehensive and relatively non-technical 'CDS-ISIS for Windows handbook' that can be downloaded from the UNESCO ftp site:

ftp://ftp.unesco.org/pub/winisis/windows/doc/english

Guidelines are also available from national CDS-ISIS user groups, and other groups, such as those submitting records to African Index Medicus (AIM).

Support services Training and support for CDS-ISIS is offered by national distributors, user groups, regional documentation and information systems, and library schools. Support and training is also offered by consultants, but this is usually more expensive.

Information about CDS-ISIS can be obtained from the UNESCO website, which includes details of national distributors, and related websites and resources:

http://www.unesco.org/webworld/isis/index.html

Information about the Arabic version is available from:

Arab League State Information and Documentation Centre (ALDOC)
PO Box 11642 Tahrir Square
Cairo, Egypt
Tel: +202 575 05 11 / +202 575 29 66
Fax: +202 574 03 31
E-mail: aldoc2k@menanet.net or shfoaad@idsc.net.eg

User groups CDS/ISIS user groups exist in many countries, although their strength varies. E-mail discussion lists are also available. Discussion groups can produce a lot of messages daily, so before joining one, find out whether your local user group is a member, as they may be able to ask questions for you, and forward answers to you.

International discussion group This includes discussions in English, Spanish and occasionally other languages. If you cannot understand Spanish, it is a good idea to say so when sending your messages, to prevent receiving replies that you cannot understand.

To subscribe send a message to: listserv@nic.surfnet.nl
With the message: subscribe cds-isis [FIRST NAME] [LAST NAME]

For example: subscribe cds-isis Jane Smith

Messages to the CDS-ISIS discussion group are archived and can be searched from the following Internet site:

http://listserv.surfnet.nl/archives/cds-isis.html

Cost factors Remember that the total cost of a program includes training, technical support, and time for staff to familiarise themselves with the program, as well as the price of the software. CDS-ISIS is usually free, or low cost (for example, the cost of disks, manual and initial training). However, CDS/ISIS requires much more training, both initial training and follow-up, than many other programs, and the time taken to get used to the program can be a large additional cost.

But CDS-ISIS is widely used in developing countries, and if it is used in your country, more people will already know how to use it. New staff may not need training or familiarisation time, if they have already used CDS-ISIS elsewhere.

Features	DBTextworks (Version 6), and Inmagic Plus	Idealist (Version 5)	WINISIS (Version 1.4)
Program suitability			
Type of program	Database	Text retrieval	Text retrieval
Designed for bibliographic use	Yes	Yes	Yes
Variable length fields	Yes	Yes	Yes
Repeatable fields	Yes	Yes	Yes
Option not to allow repeatable fields	Yes	No	Yes
How easy to set up and develop			
Easy to set up	Yes	Yes	Yes
Easy to develop	Yes	Yes	Yes
Field identification (tags/names)			
Name	DBTextworks only	Yes	For data entry, editing, searching
Number	Yes	No	Yes
Data entry assistance			
Set up different data entry screens	Yes	Yes	Yes
Record templates/skeletons	Yes	Yes	Yes
Default field values	No	Yes	Yes
Field templates or input masks	Yes	Yes	Yes
Substitution lists	DBTextworks many	Single glossary only	No
Pick lists & pasting from index	Yes	Yes	Yes
Validation/value lists	Yes	Yes	Yes
Spell checking	Yes	Yes	No
Context specific data entry help	No	No	Yes
Control over which fields must contain data	Yes	Yes	Yes
Editing			
Full screen editor	Yes	Yes	Yes
Edit record range	Yes	Yes	Yes
Edit search set	Yes	Yes	Yes
Batch/Global add/delete field	Yes	No	Yes
Batch/Global editing – field specific	Yes	No	Yes
Find and replace – non field specific	DBTextworks only	Yes	No
Copy & paste in and across records	Yes	Yes	Yes
Copy & paste in and across databases	DBTextworks only	Yes	Yes

HEALTHLINK WORLDWIDE

Indexes		
Word	Yes	Yes
Term (whole field)	Yes	Yes
Selected word/phrase	No	Yes
More than one type at once	Yes	Yes
Index all fields	Yes – Inmagic Plus first 50 only	Yes
Number of characters indexed	250	30
Individual field indexes	Yes	Display only
Multiple field index	For searching only	Yes
Highlight specific field terms in multiple index	No	Yes
Searching		
Browse indexes	Yes	Yes
Paste terms from index into search	Yes – multiple	Multiple
Phrase searching	Yes	Yes
Boolean searching	Yes	Yes
Proximity and Adjacency searching	Yes	Yes
Synonym searching	No	Using ANY function
Wildcard/Truncation searching	Yes	Yes
Mark records for printing	Yes – drop unwanted records	Yes
Cross-reference searching	No	No
Cross database searching	DBTextworks – linked only	No
Searching non-indexed fields	No	Yes
Saved search sets	Yes	No
Sorting		
Number of sorting levels	5	4
Alternative sort field if primary field is empty	Yes	Yes
Display, print and download formats		
Box placing	DBTextworks only	No
RTF supported	DBTextworks only	Display, print, copy and past only
HTML supported	Yes – Inmagic add to print format	Yes – need knowledge of HTML
Displaying graphics	DBTextworks only	Yes
Opening documents and websites	DBTextworks only	Yes
Calculations supported within records	Yes	Yes – not easy
Calculations supported across records	Yes	No

SECTION 6: COMPUTERS, ELECTRONIC COMMUNICATION AND DATABASES

HEALTHLINK WORLDWIDE

RESOURCE CENTRE MANUAL
WORLDWIDE

	RESOURCE CENTRE MANUAL WORLDWIDE	HEALTHLINK WORLDWIDE	HEALTHLINK
Data protection			
Distribution version	Yes	No	Yes
Web search module	Yes – at a cost	No	Yes – as add on programs
Passwording	Yes	Yes	Yes
Importing/exporting to other programs			
How easy	Easy	Easy	Easier with add on programs
Delimited ASCII, tagged, formatted	Yes – Inmagic using report formats	Yes – Inflected and .DBF	Import via IsisAscii – Export via report format
XML	Yes – DBTextworks only	No	Import using XML2ISIS – Export report
International standard	Yes	No	Yes
Hardware Requirements			
Memory	Inmagic 640k, DBTextworks16mb+ Inmagic 386+, DBTextworks Pentium	16mb+	16mb+
Processor		Pentium	Pentium
Operating system	Inmagic 3+ DBTextworks 95+	Windows 95+	3.1+
Minimum free hard disk space	Inmagic 3mb DBTextworks10mb	8mb	10mb
Network system (if used)	Novell, Windows NT	Novell, Windows NT	Novell, Windows NT
Database size			
Maximum number of records	200 gigabyte +	1 million	16 million
Maximum number of fields	Inmagic 76, DBTextworks250	160	200
Software documentation			
User manual quality	DBTextworks very good, Inmagic Plus not available	Very good	WINISIS good, but only a supplement
Availability of alternative manuals	No – but not necessary	Yes – but not necessary	Yes – necessary and very good
Help function	Yes – good	Yes – good	Yes – good
Support services	DBTextworks only	Yes	Yes via user groups and email lists
User Groups			
Established user groups	Yes	No	Yes
User e-mail discussion lists	Yes	No	Yes

HEALTHLINK WORLDWIDE

Cost factors		
Price	£1,295 (UK quote) US$975 (RSA quote)	£176
Low cost search only version	No	Yes – £132
Free distribution version	Yes	No
User support	Support contracts available at a cost + user groups	Free
		User groups + email lists only
Training	Limited required	Limited required
Other cost factors	Software upgrades	Software upgrades
		Initial and follow up required
		Familiarisation time
		Free/Nominal fee for materials
		Not necessary

SECTION 6: COMPUTERS, ELECTRONIC COMMUNICATION AND DATABASES

Section 7: Information services

One of the most important tasks of a resource centre is to make information available and encourage people to use it, by offering a range of information services. Information services should improve access to information, not only for people who can come and visit the resource centre, but also for those who are based far away, or who cannot come in for other reasons. This section includes:

7.1   Developing a strategy
7.2   Staffing and opening hours
7.3   Introductory sessions and information skills
7.4   Advisory services
7.5   Lending
7.6   Photocopying
7.7   Document supply
7.8   Referral services
7.9   Current awareness services
7.10   Abstracts
7.11   Enquiries services
7.12   Information packs
7.13   Newsletters

Related sections are:
1.2   Strategic planning
2.3   Financial planning
5.3   Assigning keywords
6.7   The World Wide Web
6.8.2   How to design a database
6.9.4   Electronic conferences
8.3   Networks and networking
9   Monitoring and evaluation

7.1 Developing a strategy

Different resource centres provide different information services, depending on users' needs and the resource centre's capacity. Although this section describes a number of different services, it is important to consider the needs of the resource centre's users, and the resources available (funds and staff time), and provide only those services that match these criteria.

If the resource centre is small, and has only limited staff time and financial resources, it may be sufficient to organise the materials carefully, ensure that they are kept up to date (by purchasing new editions and new titles), and provide users with skills for using the materials effectively.

The most commonly provided services include lending, reservation, advisory services, literature searches and photocopying. A larger resource centre with more staff time and resources could offer more services. A resource centre whose users are at a distance would have to consider which services would help it to reach out to the users.

A strategy for information services will need to be developed as part of the overall strategy for the resource centre (see Section 1.2: Strategic planning).

Information services can provide an opportunity for income-generation. Many resource centres generate some income by charging for services such as searches, reservations and photocopying. Decisions about charging should be made as part of the financial planning process (see Section 2.3: Financial planning).

7.2 Staffing and opening hours

Preferably, the resource centre should be staffed whenever it is open. Staff absences due to holidays or sickness should be covered. Some resource centres set up a rota system, in which various people, including health workers, tutors and students, take it in turns to be on duty in the resource centre. Everyone who does resource centre duty needs to be familiar with the collection and the services that are offered.

A smaller resource centre which is only open to staff of the organisation that it is part of, could be open when there is no one to staff it. However, this would mean that the collection would be less secure, and that no one would be available to help users find and use information.

It is therefore important to think carefully about how many people are available to be on duty in the resource centre, and how many hours it would be useful for the resource centre to be open.

7.2.1 Welcoming visitors

When people come to use the resource centre, it is important that they feel welcome. The opening hours should be made clear in any publicity material, so that people will not be disappointed to find the resource centre shut.

It is a good idea to have a visitors' book for keeping records of visits. This could be an exercise book in which visitors write down their name and organisation, and the date that they visited the resource centre. It is useful to keep a record of who has visited the resource centre, where they come from and what they have found useful, to help evaluate the service. It is also useful to ask visitors for other information as well, such as their occupation, what subject areas they are interested in, and whether they have any comments. These questions could be included in the visitors' book, or visitors could be asked to complete a form.

7.3 Introductory sessions and information skills

Some people may not know how to use materials in the resource centre. They may not be aware of all the different formats of information that are available, or they may not know how to use the catalogue or how to browse the shelves using the classification system. An important role for resource centre staff is therefore to help users develop skills in finding and using information, including:

- finding materials – using the classification scheme and catalogue
- using contents lists and indexes
- taking notes and quoting sources
- knowing what to use materials for, such as:
  - diagnosing, treating and giving advice on specific health problems
  - as teaching tools
  - to provide ideas for preparing health promotion sessions or making teaching materials
  - as a basis for workshop discussions
  - to solve problems
  - to assist with research or preparing an assignment.

7.4 Advisory services

Resource centre staff usually help people find the information they need by discussing their needs with them in a reference interview, and helping them find materials themselves or carrying out a literature search.

7.4.1 Reference interviews

A visitor to the resource centre might say: 'Can you show me the materials on malaria.' After discussing the user's needs with them, the resource centre staff might find that the user wants to know about new developments in malaria prevention. The user could then directed to materials specifically about malaria prevention, saving them the need to look at all the materials on malaria.

Some users ask for a specific publication, which they believe is the only one containing the information they need. However, by discussing their needs with them, it might be possible to refer them to a better source of information.

Discussions such as these are often called 'reference interviews'. They vary in length according to the needs of the user. If a user has a query that will take a lot of time to deal with - for example, if it will require a literature search - it is usually best to book a time (see Section 7.4.2).

Resource centre staff know more about the collection than anyone else and are there to provide guidance. However, it is not practical to spend much time with every user every time they come into the resource centre. People visiting for the first time will require more advice than regular users. Regular users may need help if they are looking for information on a new subject area. Staff will need to ask them what they need the information for, whether they need particular types or formats of information, and how soon they need it.

It is best to direct users to materials that will probably be useful, but encourage them to ask for more help if they need it.

7.4.2 How to carry out a literature search

Literature searches mean searching (looking through) sources such as catalogues, databases, bibliographies, indexes, periodicals, books, newsletters, CD-ROMs, e-mail and the Internet, or contacting other organisations, to locate materials on a particular subject. Literature searches form an important part of an advisory service. It can be useful to show users how to carry out database searches themselves.

To carry out a literature search, it is important to be clear what is needed. Find out from the user:
- what subject area(s) the material must cover
- how the information is to be used (for example, training, health education, personal updating)

- who the material is for (for example, health workers, students, the community)
- what format is preferred (for example, articles, books, videos)
- what time-span the material should cover (for example, new material for a newsletter, or both older and new material for a subject overview)
- how soon the information is required.

Subject areas Decide what keywords to use to describe the subject (see Section 5.3: Assigning keywords). Use these keywords to search the resource centre's catalogue or database. Use these or similar subject terms to search other bibliographies and indexes.

How the information is to be used This will affect the type of material that is required. For example:
- for diagnosing or treating diseases – a handbook plus recent articles
- to present issues for discussion – videos, articles or a chapter of a book
- to develop a training course outline – training manuals, workshop materials or curriculum guidelines.

Who the material is for Knowing this helps staff to know, for example, whether to look for materials written in technical or non-technical language, or whether to look for illustrated materials.

What format is preferred If the user prefers a particular format, such as books or articles, there is no point spending time looking for materials in other formats. However, if the resource centre holds very useful materials in other formats, it is worth pointing this out. The user might not know that these are available, or might not have thought of using other formats. This is an example of how it helps to include all materials in the same catalogue (see Section 5.4.4: Filing catalogue cards).

What the time-span is This can help you know what format of materials to search for. If the user wants new information on a subject that they know about, the best sources will be newsletters, journals and current awareness bulletins. If the user needs to learn about a subject that is new to them, the main sources of information will be books and reports.

How soon the information is required This helps you know which sources of information to search. If the information is needed quickly, you will need to limit the search to materials in the resource centre collection (excluding any on loan), or full text materials available via the Internet. If there is more time, you might be able to order new materials for the resource centre, or borrow materials from another resource centre through an inter-library loan or document delivery service. You could also ask questions on an e-mail discussion list (see Section 6).

It is useful to keep a record of literature searches, as this can be used for evaluating the services, updating needs assessment information and developing the collection.

Details of searches could be kept in a notebook. They should include the date, subject area, types of materials used (such as CD-ROM, catalogue, database or reference books), whether the required information was found, and whether the user was referred elsewhere.

TIP: Getting to know the collection
The time and effort spent on advisory services is useful to resource centre staff, as well as users. It helps staff learn about the collection and users' needs. This is important for updating the collection policy and knowing what information services to offer.

Advisory services also help resource centre staff to review what details need to be included in the resource centre's catalogues or databases, such as whether materials contain illustrations.

Recording the results of searches can make searching quicker. You could set up a database field (see Section 6.8.2) named 'Useful for', listing which materials have been useful for a particular training session, or as source material for a particular publication, or to support a particular health education activity. Next time a similar event takes place, you could do a quick search by seeing what was used the last time, and use the keywords that describe these materials to find any newly added materials that might also be useful.

7.5 Lending

Lending allows users to read or view materials in their own time. It is especially useful for users who are based some distance from the resource centre.

There is, however, a problem with lending - the failure to return materials. For this reason, some resource centres only lend materials to staff in the same organisation, or to users in the same town as the resource centre. If materials are to be lent to people who are based further away, there will need to be a system to prevent materials from becoming lost. For example, a deposit could be charged for borrowing materials –- a sum of money that would be returned to the borrower when they stop being a member of the resource centre, or kept if they fail to return the materials.

If the postal system is unreliable, registered post could be used for any materials that need to be posted to or from the resource centre. Registered post is expensive, and the cost would need to be covered by, for example, charging an extra fee for materials supplied through the post.

Health Information Project loans policy and procedures

1. The following people may borrow materials: Tutors, students and other Ministry of Health personnel.

2. The number of items that may be borrowed varies, depending on the type of user: Tutors are allowed six items and students three items.

3. Materials may be borrowed for up to two weeks. They may be borrowed again if not required by another user.

4. All materials may be borrowed.

5. If an item is overdue and a reminder has been sent, a fine of [small amount] per day will be charged.

6. If an item is lost or damaged, the user will be required to pay the cost of replacing or repairing it.

7. When lending an item, *either*
    *   the name and membership number should be written in the loans book and the date when the item is due back should be written or stamped on the due date label inside the book, *or*
    *   the loan card should be placed inside the user's loan pocket and filed by the date the item is due back, and the same date written or stamped on the due date label (loan slip) inside the book.

8. To check for outstanding loans, a check should be made once a week (on the same day each week) to see what items are overdue, and a reminder should be sent to the member who borrowed the item(s).

Date	Date returned	Acc no.	Class no.	Author	Title	Name & address of borrower	Due date	Sign	Remarks
1.9.99	10.9.99	13577	HC7.2 NGE	NGECHU	Small insects big trouble	P. Masachi Health promotion	15.9.99		
1.9.99	16.9.99	13572	HC7.2	WHO	Malaria: a manual	G. Nyrenda Community health	15.9.99		Returned late

If many users borrow materials, a card system is better than an exercise book. Each material will need the following:

- a 'loan slip' – a small piece of paper pasted onto the first right-hand page of a book, or inside a video box. The piece of paper shows details of the author, title, classification number and accession number, and has spaces marked out for the borrower's name and date to be returned
- a 'loan card' – a card containing details of the accession number, classification number, author and title – kept in a pocket attached inside the cover of the book or video.

Each user is issued with a number of 'loan pockets' giving details of their name, department and organisation. The number of pockets that they are given depends on how many materials they may borrow at the same time. Loan pockets can be kept either by the user or the resource centre, depending on which is felt to be more practical.

When someone borrows a material, the loan slip is stamped with the date the material is due back, the loan card is put into a loan pocket, and the loan pocket is then filed according to the date that the material is due to be returned.

It is also useful to have a standard letter or form to send to people who have borrowed materials that are overdue (see Section 7.5.4).

AGYEPONG, Irene Akua
The malaria manual: guidelines for rapid assessment of
social, economic and cultural aspects of malaria
HC7.2 AGG   Accession no. 62

Borrower	Date due back	Borrower	Date due back

Loan slip

P Masachi
Health Promotion

HEALTH INFORMATION
PROJECT RESOURCE CENTRE

Name _____
Address _____
_____
Date issued _____
Please report change of address.

Loan pocket and loan card

7.5.3 Sample membership form

Health Information Project resource centre membership form

Membership no. _____

Name _____

Place of work _____

Address of work _____

_____

_____

Telephone number _____

Proof of identify (e.g. student card, letter from workplace if from another organisation)

_____

I agree to the rules of the resource centre which are stated at the bottom of this form.

Signed _____ Date _____

Rules

1. I agree to take care of materials in the resource centre or borrowed by me, and agree to return them in the same condition in which they were borrowed.

2. I agree to return materials on the date due or, if any difficulties arise, to advise the resource centre staff immediately.

3. If an item that I have borrowed is lost or damaged in a way that makes it unusable, I agree to pay the replacement cost of the item.

7.5.4 Sample overdue books reminder

Health Information Project
Capital City
PO Box 111
Ghana

Reference number _____
Date _____

Dear _____

Resource materials

This is to remind you that the following materials are now overdue. Please return the materials as soon as you receive this reminder.

The items are:

1. Author _____
   Title _____
   Accession no. _____

2. Author _____
   Title _____
   Accession no. _____

3. Author _____
   Title _____
   Accession no. _____

Yours sincerely

I C Books
Resource Centre Officer

7.5.5 Reservation

If a user needs material that is on loan, staff might offer to reserve it for them once it is returned. If a user needs materials that are not held in the resource centre, staff might offer to include it in the next batch of orders, or borrow it from another resource centre, and notify them when it has been received.

7.5.6 Inter-library lending

Inter-library lending means one library or resource centre lending materials to another. It can enable users to obtain materials that are not in their local resource centre. Inter-library lending is often organised by networks (see Section 8.3: Networks and networking), although some national libraries will lend to resource centres for a membership fee or deposit, intended to cover loss or damage to materials.

It can be very useful to borrow materials through a network. If the network requires materials to be lent in return, and there is a worry about what might happen to them, materials could be lent on the basis that they must only be used in the borrower's resource centre, and not taken away.

7.6 Photocopying

Photocopying articles from periodicals or pages from books makes information more easily accessible. If the resource centre offers a photocopying service, the resource centre budget needs to include photocopier maintenance and accessories such as paper and toner (See Section 2.3: Financial planning).

It is important to be aware of copyright laws, which allow only a few pages to be photocopied unless permission is given. Some publishers are happy for their materials to be photocopied or adapted for education and training without being asked permission. If so, they always state this clearly in the publication. It can be useful to add copyright details to notes about the publication in the catalogue, so that these are known before the material is taken off the shelf.

It is best to check about copyright in the country concerned. The national library usually has this information. However, the following can usually be photocopied:

- one article in an issue of a periodical (such as a newsletter or journal)
- one chapter of a book, or 10 per cent of the publication, whichever is less
- no videos, unless permission is given
- no computer software, unless permission is given (except to make a single security backup)
- a small number of records from a commercial bibliographic database such as Medline or POPLINE, either to print and post, or to e-mail the information to a user who cannot visit the resource centre.

Combat AIDS: HIV and the World's Armed Forces
Published by Healthlink Worldwide
Cityside
40 Adler Street
London E1 1EE
UK

© Healthlink Worldwide 2002

Keywords: HIV, military, conflict situations, prevention, testing

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Printed by Russell Press Ltd.

ISBN 0 907320 56 2

Example of permission for reproduction

7.7 Document supply

The supply of photocopies to users who cannot visit the resource centre, or to other resource centres, is often called document supply.

Users may need to see articles in periodicals or chapters in books that are not held by the resource centre. Resource centre staff can enable them to do this by asking other resource centres for document supply services. Staff can develop a knowledge of what materials are available from other resource centres by providing referral services (see Section 7.8).

Document supply is one of the services that network members often provide for each other (see Section 8.3: Networks and networking). This is usually on the basis of mutual support – resource centres are expected to supply a similar number of materials to the number that they request.

If document supply is requested from resource centres and libraries that are not part of a network, they will usually make a charge. Charges vary, but can be quite expensive – for example, up to GB£5/US$10 for an article.

To comply with copyright regulations, it is important to keep records of photocopied materials obtained and supplied via document supply. Records of requests for materials should include details of what was requested, who requested it, the date it was requested, the date it arrived and the organisation that supplied it. Records of materials supplied to other organisations should included details of what was requested, the organisation that requested it, the date it was requested and the date the photocopies were sent.

7.8 Referral services

Referral means suggesting where a user can find information that is not available in the resource centre. Referral services are among the most important services offered by a resource centre.

No resource centre can hold all the materials available on all the subjects of interest to their users. It is important to know about other sources of information, so that users can be referred to them if necessary.

Other sources of information may include members of a network (see Section 8.3: Networks and networking), or other resource centres, either in the same country or elsewhere, that provide enquiries services (see Section 7.11) or document supply services (see Section 7.7).

It is possible to find out about other resource centres and information services by:
• scanning or reading newsletters on the subject areas that the resource centre covers
• networking with staff in other resource centres – those in the same country specialising in any subject area, and those specialising in similar subjects, either in the same country or elsewhere
• joining e-mail discussion groups, such as ASIALIB (see Section 6.9.4)
• searching the World Wide Web (see Section 6.7).

7.9 Current awareness services

A current awareness service is a way of letting users know about materials that have been newly received in the resource centre. Current awareness services include:
- current awareness bulletins
- selective dissemination of information
- circulating documents
- displaying newly acquired materials and using noticeboards.

Current awareness bulletins contain details of new materials, book reviews, announcements about meetings and conferences, and news of resource centre activities. Current awareness bulletins are particularly useful for larger resource centres, or for resource centres whose users are widely dispersed. They help users to keep up with a range of new developments. They also help to generate specific enquiries, which resource centre staff can deal with more efficiently than general enquiries. The practicalities of producing a current awareness bulletin are similar to those of producing a newsletter (see Section 7.13: Newsletters).

Selective dissemination of information (SDI) means notifying individual users, or groups of users, about materials that will interest them. It is possible to keep up-to-date with what different individuals or groups are interested in through ongoing needs assessment work, advisory services and reference interviews.

Circulating materials means passing materials to individuals to pass in turn to others on a circulation list. There is a disadvantage to this service, in that materials can take a long time to reach the last person on the list. It is often more useful to circulate a contents page than the actual item.

Displaying newly arrived materials helps users to notice new materials, and makes the resource centre look lively and attractive. Noticeboards can be very useful for displaying the contents pages of newly received periodical issues, or copies of the covers of new books, reports and audiovisual materials. Displays are useful for attracting the attention of non-regular resource centre users, and visitors to the organisation.

7.10 Abstracts

Abstracts are summaries of articles, books or reports. They are a useful way for resource centre staff or users to identify relevant materials. They are also useful for providing more detailed information about materials held in the collection, either in current awareness bulletins or on a database.

There are three types of abstract:
- **Indicative abstracts** are short, simple and objective. They describe the theme of the article or publication.
- **Informative abstracts** are longer and more thorough. They describe the objectives and conclusions of the article or publication, as well as the contents.
- **Evaluative abstracts** (also known as critical abstracts) are subjective. They evaluate the contents of the article or publication.

Abstracts are often included in bibliographies and bibliographic databases. They are sometimes included in current awareness bulletins. Videos and articles in periodicals often carry an author's or publisher's abstract. The abstracts that are published with the material can be included in a bibliographic database record or current awareness bulletin, in order to help users decide how useful the materials might be for their needs.

Only larger resource centres have the capacity to produce abstracts for all their materials. Abstracting is time-consuming and requires skills in summarising, analysing and writing. If the resource centre is considering producing abstracts, abstracting needs be to compared with allocating keywords (see page Section 5.3: Allocating keywords). Keywords can provide a similar indication of the content, audience and level of a material, and make it easy to identify relevant materials, but cannot provide information about the conclusions of an article, or evaluate its content.

7.10.1 Examples of abstracts

These abstracts describe an article in the *East African Medical Journal* about research into the use of malaria prophylaxis among pregnant women.

Indicative abstract
Assesses how the knowledge of malaria and the perceived effectiveness of malaria control methods affect the use of malaria prophylaxis by pregnant women attending an antenatal clinic in Tanzania.

Informative abstract
Knowledge, perception and use of malaria prophylaxis was assessed among 301 pregnant women attending an antenatal clinic in Dar es Salaam, Tanzania. It was found that women with a high knowledge of malaria were more likely to use malaria prophylaxis than those with low knowledge. However, there was no significant association between knowledge of malaria and perceived effectiveness of the various methods of malaria control. Occurrence of malaria episodes was reported to be similar among users and non-users of malaria prophylaxis, probably owing to inconsistent use of malaria prophylaxis. It is suggested that in addition to chemophrophylaxis, pregnant women should be encouraged to use bed nets in combination with mosquito repellants throughout the course of pregnancy.

Evaluative abstract
The article discusses research undertaken to assess knowledge, perception and utilisation of malaria prophylaxis in pregnant women attending an antenatal clinic in Dar es Salaam, Tanzania. It begins with a review of the current research literature on the adverse effects of malaria during pregnancy, the benefits of chemoprophylaxis, and issues relating to non-compliance.

It then details research methodology and results, and possible factors that might affect the results. As the research showed no significant associations, and the occurrence of malaria episodes was reported to be similar among users and non-users of malaria prophylaxis, suggestions are made concerning methods for the prevention of malaria during pregnancy.

7.11 Enquiries services

Enquiries services are a way of responding to requests for information from users who cannot come to the resource centre. Enquiries may be received by telephone, post, fax or e-mail. It is useful to develop a standard enquiries form to ensure that the resource centre has all the necessary details of what is required.

If the user is clear about what they want, it should be easy to send the information they require, if the necessary materials are in the resource centre, and there is a system for lending materials or sending photocopies.

However, it may be necessary to find out more clearly what is required. If the enquiry is made by phone, questions can be asked over the phone. Otherwise staff can write back, seeking clarification. For more details of the questions to ask, see Section 7.4.2: How to carry out a literature search.

It is usually worth preparing standard responses to enquiries on subjects that the resource centre receives a lot of enquiries about. A standard letter could be sent, perhaps accompanied by photocopies of useful articles. If facilities are available, it might be possible to produce one or more leaflets, booklets or information packs (see Section 7.12), to answer frequently asked questions. The user could be asked to contact the resource centre again if they need more information.

Enquiries services need to be monitored, to feed into the overall evaluation of the resource centre (see Section 9: Monitoring and evaluation). Keeping records of enquiries provides useful information for developing information services, and information about the needs of the users. The task of monitoring enquiries is made easier if enquiries forms are completed as each enquiry is made, and the information on the forms is collated every month.

TIP: Handling telephone enquiries

You may receive enquiries by telephone. When you answer a telephone:

- Have an enquiries form and pen ready.
- Give the name of the resource centre, and greet the caller.
- Write down the caller's name, and the date and time of the call.
- Listen to what the caller says and make notes.
- Ask for further details if necessary, and read back to the caller the message you have written down.
- If the caller has to be kept waiting, give reassurances from time to time, so that they do not think they have been cut off or are being ignored.
- If the query cannot be dealt with immediately, write down the caller's telephone number, offer to ring them back and, if necessary, explain what will happen in the meantime.
- Ensure that the enquiries form is completed with details of the enquiry and the information you have provided.

7.12 Information packs

Information packs are an economical way of providing information about a particular subject area to users who cannot visit the resource centre.

Information packs usually take the form of folders (cardboard wallets) or envelopes containing a variety of materials, such as articles from newsletters and journals, photocopied pages from books, factsheets, posters, leaflets, materials developed within the organisation, or materials distributed free by other organisations working in the same subject area.

When developing an information pack as a resource to distribute to users, it is important to obtain permission from the publisher to include an item (text or illustrations) in a pack, unless the publisher has indicated that this is not necessary. The publisher will want to know the purpose of the pack and its target audience, the number of copies to be produced, and any charges to users (for example, to cover the cost of photocopying and distribution, or to make a profit to help the resource centre).

If producing a single pack to respond to an individual enquiry, it is not necessary to request permission from the publisher, provided copyright laws are followed (see Section 7.6: Photocopying).

Before any information packs are prepared, it is important to be sure that the right materials have been selected to go in them. This can be done by discussing the contents of a proposed information pack with members of the resource centre advisory committee, and or other key users. It can be useful to include a short evaluation form in the pack for users to complete and return. This can point to ways of improving future information packs.

Information packs should always include a contents list that provides details of the original source of each item (such as a book or periodical title, publisher and year published).

An information pack is not a static thing. It will need to be updated by adding new materials, as well as or instead of existing materials. It is important to keep the master photocopy of each of the materials included in an information pack, to ensure that each copy is of the same quality, and that time is not wasted looking for the original material each time a copy needs to be made. Alternatively, if the resource centre has a bibliographic database, codes could be added to the records of new materials to indicate that they are suitable for inclusion in the information pack.

HEALTH INFORMATION PROJECT RESOURCE CENTRE
ENQUIRY FORM

Date of query   Workplace location

_____   _____

☐ Repeat visit   ☐ Telephone   ☐ Letter   ☐ Fax   ☐ E-mail

PROFESSION   **ORGANISATION**
☐ Health worker   ☐ NGO
☐ Counsellor   ☐ Government
☐ Trainer   ☐ Bilateral/
☐ Teacher   multilateral agency
☐ Community development worker   ☐ Education institution
☐ Student   ☐ Media
☐ Clergy   ☐ Religious
☐ Researcher   ☐ Health institution
☐ Other (please specify)   ☐ Other (please specify)

_____   _____

ACTIVITY FOR WHICH THE   **TARGET GROUP**
INFORMATION IS SOUGHT   ☐ Orphans
☐ Professional/skill development   ☐ People with AIDS
☐ Personal information   ☐ Youth and adolescents
☐ AIDS awareness/health education   ☐ Children
☐ Counselling   ☐ Women
☐ Training   ☐ Men
☐ Clergy   ☐ Sex workers
☐ Researcher   ☐ Workplace
☐ Other (please specify)   ☐ Other (please specify)

_____   _____

Subject areas sought   ☐ Referred
_____   ☐ Use of databases
_____   ☐ Materials given away
_____   ☐ Materials sold
_____   ☐ Materials loaned
_____   Comments (put all relevant
_____   information on the back)
_____
                                        _____

Sample enquiries form

7.13 Newsletters

Newsletters can be a useful way to disseminate topical information about local health issues and activities. They may include news about the resource centre, articles about local health problems and projects, research updates, details of new publications, training opportunities and conferences, and letters and questions from readers.

Newsletters have become easier to produce and more attractive to look at with the use of computers. To make a newsletter into a lively forum for the exchange of news and ideas, resource centre staff could involve local health workers or community groups in planning and providing information.

A few words of caution, however. A newsletter needs to have clear aims. It needs to be properly funded and staffed over a long period. Otherwise it can turn into a chore or a drain on resources. It is important to:

- identify who the readers will be, what their information needs are, and the purpose of the newsletter
- identify who will be responsible for planning, writing, editing, layout and administration (including staff and others who may be commissioned), what expertise they have and what training they may need
- decide how to distribute the newsletter (for example, by post, at the health centre, hospital, community centre or chemist)
- develop a realistic budget that takes into account all production and distribution costs, including salaries
- allow a realistic amount of time for the work and draw up a realistic schedule
- plan several issues in advance to avoid gaps.
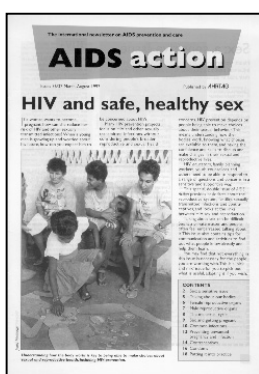
Section 8: Making links and promoting the resource centre

The resource centre needs to ensure that it continues to meet users' needs, by involving users in developing the collection and services, promoting its services to users, and keeping in touch with organisations working in similar fields to share information and ideas. This section includes:

8.1   Involving users
8.2   Promoting the resource centre
8.3   Networks and networking

Related sections are:
1.1   Assessing information needs
2.2   Strategic planning
3.3   Advisory committees
3.2   Planning the layout
6.9.4   Electronic conferences
7   Information services

8.1 Involving users

Involving the people who use the resource centre in developing the collection and services is an important way to ensure that the resource centre continues to meet users' needs. It also helps to attract funding, because it shows that the resource centre is responding to a demonstrated need.

Encouraging users or staff from the organisation to become members of a resource centre advisory committee (see Section 2.2: Advisory committees) is a good way to involve these people. However, it is also important to encourage them to understand what part the resource centre plays in their own work, how it can help, and how their involvement in the resource centre can enhance both their own work and that of the resource centre. It can be useful to arrange meetings with groups of staff to talk about the how the resource centre can assist them. For example, the resource centre can help them to update their knowledge and support their personal development, or help them to complete a training programme or distance education course. If possible, these meetings should be held in the resource centre.

It is useful to spend some time during the strategic planning process (see Section 1.2: Strategic planning) listing different types of users and others interested in the resource centre, and then grouping those with similar interests together, and considering how to involve the different groups.

For example, groups of users may include:
- health workers
- allied health workers
- rehabilitation workers
- community workers
- members of the local community
- educators and trainers
- students
- members of health committees and health teams
- programme/project staff
- government staff
- people from related sectors such as education and environment.

8.1.1 Involving key people

Within each group, it is worth identifying key people to promote the resource centre as information 'gatekeepers'. It is also important to involve trainers and people linked with communities based away from the resource centre.

Information gatekeepers It is useful to identify individuals within each group who have a particular interest in information, and encourage them to become champion resource centre users, or information 'gatekeepers' for their group (such as nurses, students or members of health teams). They should be

encouraged to identify and share information with their group, encourage other members of the group to use the resource centre, and help them to use the materials. They should also gather information relevant to any team or committee meetings that they participate in, to encourage the use of information in decision-making.

Information gatekeepers also have the role of keeping the resource centre staff up-to-date on information needs and topics of interest, and highlighting which materials have been particularly useful for which types of activities, meetings or user groups.

As well as having information gatekeepers, it is useful to set up 'journals clubs'. Each member of staff keeps up-to-date with the contents of specific journals, and shares this information with their colleagues.

Trainers It is important to involve those responsible for training activities or continuing education. Training methods that involve the use of resource centre materials are increasingly being used for both initial training and continuing education. These include, for example, problem-based learning (where participants solve a problem or answer a question by seeking out information and discussing it), and individual course members taking it in turns to make presentations to colleagues.

Time could be allocated within official working hours for staff to visit the resource centre, as part of staff development or in-service training programmes. For example, they could visit the resource centre on a rota system, if other duties permit.

Close working relationships between resource centre staff and trainers and managers should be encouraged, to promote the use of the resource centre as a learning strategy. Managers should encourage staff to seek solutions to problems by looking for information in the resource centre. They should promote the resource centre as a source of information to help staff carry out practical tasks and answer queries arising from ward round or health visits.

Staff who are responsible for arranging training workshops can encourage participants to continue learning afterwards, by displaying examples of relevant materials during the workshop, and encouraging participants to visit the resource centre to find more materials.

People in the community People who work in the community, outreach workers, or those who work for organisations based some way from the resource centre, should be encouraged to use the resource centre, and pass on information to the people they work with. It is important to ask them about the information needs of the groups that they are working with.

8.1.2 Ideas for involving individual users

Individual users can be involved in a number of ways, such as:

- asking them to give new users an introductory talk or reference interview (see Section 7.4: Advisory services), and encouraging them to ask questions
- asking users to help identify gaps in the collection and suggest materials to add
- inviting users to take part in planning meetings
- asking users to distribute an annual report or regular newsletter – this is particularly relevant to those who work in the community or are members of teams or committees, as it helps to publicise the resource centre more widely
- encouraging users to write down their comments on the services provided and suggestions for how to improve them, and putting these in a 'suggestions box' in the resource centre.

Giving introductory talks or reference interviews is especially useful for people who are running training courses, as they can then encourage participants to use the materials as part of their training, and they themselves will develop a good knowledge of what is available on the subject area. Carrying out reference interviews with new students or staff also helps trainers to know more about the current knowledge and information and training needs of the user.

8.2 Promoting the resource centre

The people that the resource centre aims to serve will not automatically come to it. The resource centre needs to be publicised and people need to be encouraged to use it. Users need to be made aware of all the services available, not just some. For example, some people may know that there is a lending service, but not know that there is also a photocopying service.

Services may need to be improved before they are promoted. There is no point in encouraging people to use the resource centre if it has very few materials, or if staff are unavailable to assist users. It is important to be sure that the services can be delivered before starting to promote them.

8.2.1 How to plan a promotion

To promote the resource centre:

1. List groups of users and identify those to whom you need to promote the resource centre. For example, your resource centre may aim to serve the local community, but very few women come, so you need to promote it to women.

2. Try to find out why certain groups of people are not using the resource centre. Then decide what type of promotional activity would be best for each group (see below), and what promotional materials you will need to support this activity.

3. Draw up a budget and detailed plan, including a plan of how you will evaluate the promotional activity. Produce any materials to support the promotional activity, such as leaflets, posters or signs. Organise the activity.

4. Evaluate the activity (review how effective it has been) and use the results of the evaluation to help you prepare future promotional activities.

8.2.3 Promotional activities

There are many ways to promote a resource centre, such as providing a good service, signposting and advertising, organising activities, producing and distributing materials, and networking.

Providing a good service
- Maintain an up-to-date and well-ordered collection.
- Provide a good service to users and encourage users to let other people know about the resource centre.
- Carry out regular needs assessment (see Section 1.1) and respond to the findings.

Signposting and advertising
- Make sure that the resource centre is clearly signposted from all relevant parts of the organisation, such as the reception area, training and meeting rooms, or dining hall.
- If there are any narrow corridors or steps, signpost alternative ways of reaching the resource centre that avoid these barriers.
- Clearly label shelves and collection areas to make the resource centre easier to use. For larger resource centres, it can also help to display a floor plan.
- Place noticeboards in other parts of the organisation, such as the reception area, or outside meeting or training rooms. Use them to display resource centre opening times and information about topical issues.
- Display posters to advertise the resource centre in places where users will see them, or distribute posters to other organisations to display.
- Include a short section on the resource centre in orientation guides for new students or employees.
- Arrange for articles about the resource centre to be included in local newspapers or specialist publications, or for an interview to be broadcast on radio or television.

Arranging activities
- Arrange for all new staff members to visit the resource centre as part of their induction programme, and include a leaflet on the resource centre as part of any induction pack that is provided to them.
- Arrange with training institutions to include a visit to the resource centre as part of their training courses, and encourage institutions to promote the use of resource centres as a learning strategy.

- Encourage meetings to be held in the resource centre, either by staff of the organisation that the resource centre is part of, or other organisations (at times when they will not disturb users).
- Hold open days and exhibitions in the resource centre.
- Give a brief talk about the resource centre at public gatherings or meetings of health management teams or village health committees.

Producing and distributing materials
- Distribute acquisitions lists (lists of materials newly added to the resource centre collection – see Section 7.9).
- Distribute leaflets containing brief details of services offered, opening times, charges and who to contact for further information. Display them in the resource centre itself and other places where users are likely to see them, such as training institutions or at conferences, or include them in response to written enquiries. Ask community health and outreach workers to distribute them when visiting other organisations, or meeting with members of the resource centre's target groups.
- Distribute a newsletter to keep people across a wide area in touch with the resource centre's activities, if you can afford to produce it.
- Distribute an annual report of the resource centre or organisation that the resource centre is part of, describing the resource centre's activities and highlighting key developments and plans.

Networking
- Develop links with other resource centres (see Section 8.3: Networks and networking).

8.3 Networks and networking

Networking means keeping in contact with individuals or organisations working in a similar field, to exchange ideas and experiences, and provide mutual support.

Networking is an important way for organisations and individuals to keep informed, and is therefore important for resource centre staff. Networking can help resource centre staff to solve problems, exchange professional advice, and experience, and even carry out joint activities, such as producing publications, assessing or translating materials, holding training workshops and arranging exchange visits.

Networks of resource centre and information staff are particularly useful for:
- sharing information about new resources
- responding to questions
- providing document supply services
- sharing catalogue/database records
- sharing experiences in managing the resource centre and its services
- collaborating on producing or adapting materials
- providing training
- developing funding proposals
- advocating for the importance of access to information.

8.3.1 Developing a network

Networking can be an informal activity, such as keeping in regular contact with other resource centre staff, passing on information about new resources, or asking for information on specific topics. Regular networking can lead to the development of a recognised network, with membership and a set of objectives.

Networks can develop informally, or they can be established as a formal group with an administrator. They may be local, national or international. The geographic divide is gradually being reduced by increasing access to electronic networks (see Section 6.9.4 Electronic conferences). Networks can be made up of organisations and individuals within a particular sector, or from a number of different sectors, and can aid intersectoral collaboration. Members of a community health network may include NGOs, aid agencies, government health departments, academic institutions, research centres, training centres, issue-based movements and journalists.

Exchanging information is one of the most useful activities of networks. Some networks are set up primarily to help link and inform information workers (such as AHILA-Net and the Health Information Forum). Some networks are formed for the sole purpose of exchanging information on specific health issues, such as drug policy, community health or participatory research. Networks are also important in bringing together enough voices to advocate

for resource centres and the use of information, and to attract funding for development work.

Networks can be temporary – set up to exchange information about a particular topic for a specific period of time, or to campaign for a change in policy – or more permanent – dedicated to a long-term, comprehensive programme, such as a commitment to train and support information workers.

It is useful even for informal networks to have some form of objectives, as these determine their activities and the types of individuals and organisations likely to be active members. It is also useful to stand back occasionally and evaluate how well the network is achieving its objectives, and whether they need to be re-emphasised, or re-defined. It is useful to periodically analyse not just the actual activities and discussions, but also their usefulness and impact on the network members and their work. If there is no network administrator, one of the members could be identified to coordinate this analysis.

8.3.2 Successful networking

Factors that contribute to effective networking include:
- solidarity among all members of the network, including understanding the different levels of resources (time and financial) which each member or organisation is able to contribute
- mutual trust among members
- clearly defined objectives
- a committed core of active members, who are representative of the members
- clearly defined coordination roles and responsibilities (where appropriate)
- a willingness to delegate responsibilities to involve a variety of the membership
- spontaneity (the network has developed naturally)
- openness
- flexibility and awareness of the need to change or discontinue the network once the immediate goals have been achieved
- equal involvement at all levels.

TIP: Gaining from a network
If you participate in a network, it is useful to consider what you and your resource centre have gained from being part of the network. If you have not gained, it could be because you have not fully participated, or because it is not an appropriate network for your resource centre.

Section 9: Monitoring and evaluation

Monitoring and evaluation are essential for assessing the performance of the resource centre and identifying ways of improving it.

This section includes:
9.1   Why monitor and evaluate?
9.2   Monitoring
9.3   Evaluation

Related sections include:
1.1   Assessing information needs
1.2   Strategic planning
2.2   Advisory committees
7   Information services
8   Making links and promoting the resource centre

9.1 Why monitor and evaluate?

Monitoring means keeping records of different resource centre activities. Evaluation means using these records and other information, such as user surveys and focus group discussions, to review performance at set intervals and identify ways to improve the resource centre and its services.

Evaluating resource centre activities enables the parent organisation or donors to know how useful the activities are. Donors usually expect to receive an evaluation report at set intervals, such as every three years or at the end of a project or programme phase. Parent organisations should also receive evaluation results, to demonstrate how well the resource centre is helping the organisation to fulfil its mission.

Evaluations can vary greatly in scale and style. An evaluation might cover the whole range of resource centre activities, or it might focus on an individual activity, such as the enquiry service. The evaluation process – analysing data, drawing conclusions and making recommendations – might take more than a week or it might take less than a day.

Collecting and analysing data might involve an outside evaluator, such as a representative of a donor agency, and/or the evaluation might be a 'participatory evaluation' involving resource centre staff and users. Participatory evaluation provides an excellent opportunity for staff to learn from their experiences and contribute to the continuing development of the resource centre.

Evaluation requires a combination of 'quantitative' and 'qualitative' data:
- **Quantitative data** is data that can be measured, such as the number of visitors, the number of written and telephone enquiries, the number of searches carried out by staff, the number of subjects requested, or the number of sources used to provide information requested. Quantitative data is collected through monitoring (see Section 9.2).
- **Qualitative data** is data that cannot be measured, such as users' opinions about the resource centre, and how they have used information obtained from the resource centre. Qualitative data is collected through questionnaires, interviews and focus group discussions (see Section 9.3).

9.2 Monitoring

It is useful to monitor key aspects of the resource centre and its services, to provide information that can be used to evaluate these activities. Before deciding what to monitor, it is important to know what is to be evaluated, and how the information collected through monitoring will be used for evaluation.

Monitoring can be a regular activity, such as keeping monthly records of the number of enquiries received, or a periodic activity, such as keeping records for a three-month period, or for three separate months over the course of a year.

If monitoring is being carried out regularly, it is better to collate the records (add up the figures) each month, when it will not take long, than to leave it until the end of a quarter or a year, when it will take much longer.

TIP: Collating records
To collate records easily, take an unused monitoring form (see sample in Section 9.2.2) and write the relevant monthly or yearly totals in or next to the relevant boxes.

The same form can be used for both visitors and enquiries. However, it is useful to collate the records separately, as visitors and enquirers may have different information needs.

9.2.1 What to monitor

It can be useful to keep records of:
- availability of the service
- visits
- acquisition of materials
- materials used
- services used
- enquiries
- website 'hits' (use of your website)
- publications
- promotion
- networking.

The following are suggestions for information to collect in each of these areas. More or less detail could be collected in each area, depending how the information is to be used.

1. **Availability of the service**
   - number of hours intended to be open per month (or quarter or year)
   - number of hours actually open per month (or quarter or year)
   - number of hours the resource centre was staffed per month (or quarter or year).

2. **Visits**
   - total number of visits made each month
   - number of visits made by each user each month, or the total number of repeat visits
   - average number of visits made each day that the resource centre is open
   - number of visits made each month by different categories of user (such as hospital doctors, nurses, community health workers, administrative staff, regional and district health team members, students and others).

   This information can be obtained by asking visitors to fill in either a visitors' book which invites this information (see Section 7.2.1: Welcoming visitors), or a monitoring form. A sample monitoring form is given in Section 9.2.2.
   To make sure that information from visitors is collected, staff must either check that each visitor has completed the visitors' book or monitoring form before the visitor leaves, or staff must enter details themselves, based on information gathered while assisting the visitor.

3. **Acquisition of materials**
   - total number of new acquisitions (books, periodicals, reports, slide sets, audio-cassettes, videos)
   - total number of materials for which new editions have been obtained
   - total number of materials weeded
   - number of new acquisitions as a result of efforts made by staff or the resource centre advisory committee and other users
   - number of new materials paid for and average cost
   - number of materials donated, or exchanged for publications
   - number of materials obtained that were published in the country/region
   - number of materials added to each subject area of the collection in the past month.

   Most of this information can be obtained from the accessions register (see Section 4.6.2), and entered onto a form. It is important to collate these records regularly, such as once a month. Otherwise it becomes a time-consuming task, and there is a risk that it will not get done, and that the information will be lost.

4. **Materials used**
   - subject areas most often requested or used in the past month
   - types of materials most often requested or used in the past month.

This information can be obtained from visitors' records (see Section 9.2.2), the accessions register (see Section 4.6.2), loans records (see Section 7.5.2), and from the materials that are re-shelved after use.

5. **Services**
    - number of times the various services offered to visitors are used per month (such as lending, photocopying, use of the database, document supply, or literature searches).

    This information can be collected from visitors' records (see Section 9.2.2), loans records (see Section 7.5.2), document supply records kept by staff, and notes kept by the resource centre officer on the number and types of literature searches undertaken.

6. **Enquiries**
    - number of enquiries per month
    - average length of time taken to respond to enquiries
    - subject areas requested
    - materials used to answer enquiries
    - geographic areas where requests come from (such as the district, or whether urban or rural).

    This information can be obtained from the enquiries forms which are completed for each enquiry (see Section 7.11).

7. **Website 'hits' (use of your website)**
    - 'total unique sites' or number of users who have visited your website
    - geographic location of these visitors, by country
    - 'search strings' or text that visitors have typed into search engines to reach your site (useful for developing keyword metatags).

    This information can be obtained monthly from most internet service providers (ISPs). When selecting an ISP, ask whether they will provide this information, how it will be presented, and how detailed it will be.

8. **Publications**
    - number and types of publications produced (such as current awareness bulletins, resource lists, articles, newsletters, or information packs)
    - number of each publication distributed
    - groups of users and locations to which publications have been distributed
    - number of publications that have been produced on time.

    This information can be collected from publications distribution records and staff notes.

9. **Promotion**
    - amount of time spent on promotional activities

- number of people from the promotion target group who have visited the resource centre or made enquiries in the two months before and after the promotion
- number of materials of the type promoted that have been used or requested in the two months before and after the promotion.

This information can be collected from staff notes and resource centre advisory committee meeting minutes, and from visitors' records (see Section 9.2.2) and enquiries records (see Section 7.11).

10. **Networking**
- number of organisations networked with
- number of referrals to and from other resource centres
- number of documents supplied to and by other resource centres.

This information can be collected from visitors' records (see Section 9.2.2), enquiries records (see Section 7.11), document supply records (see Section 7.7), and staff notes.

9.2.2 Sample monitoring form

VISITOR TO HEALTH INFORMATION PROJECT RESOURCE CENTRE

Membership number _____

(If necessary, please seek assistance from the resource centre officer when filling out this form)

Name _____ Date _____

Address _____

Have you visited the resource centre within the last 12 months?

☐ Yes ☐ No

If yes, and the following information is unchanged, you need not complete the rest of the form.

Are you part of a group visit to the resource centre? ☐ Yes ☐ No

Are you a student? ☐ Yes ☐ No

OCCUPATION (tick one only)
Health/development personnel ☐
Information worker ☐
Management/admin/support ☐
Researcher/consultant ☐
Training/education ☐
Other *(please specify)* _____

Please continue overleaf

ORGANISATION (tick one only)
Academic institution ☐
Business/commercial ☐
Field office ☐
Government ☐
Health service ☐
NGO ☐
Religious ☐
Individual ☐
Other *(please specify)* _____

SUBJECT AREA OF INTEREST _____

COUNTRY/REGION OF INTEREST _____

DATABASES SEARCHED
Bibliographic ☐
Audiovisuals ☐
Contacts ☐

CD-ROMS SEARCHED
African Health Anthology ☐
POPLINE ☐
Reproductive Health Library ☐

TYPE OF MATERIALS USED
Books ☐
Reports ☐
Periodicals ☐
Health education materials ☐
Audiovisuals ☐

COMMENTS/SUGGESTIONS
Please let us have any comments about the resource centre and information services and suggestions for how we can improve them.

_____

_____

_____

Thank you for completing this form.

9.3 Evaluation

To evaluate the resource centre, 'qualitative data' is needed, as well as the 'quantitative data' collected by monitoring.

9.3.1 Collecting qualitative data

Qualitative data, such as users' opinions, can be gathered in different ways. For example, users could be asked to complete a questionnaire, or they could be interviewed using the questionnaire as a structure for the interviews. Questionnaires could be given to a representative selection of visitors and enquirers, to keep the number of questionnaires down and make them easier to analyse.

Questionnaires sent to enquirers should be accompanied by a copy of the original request and the reply, including details of the materials that were supplied. This is particularly important if the questionnaire is sent some time after the enquiry was made (such as more than six months).

Focus group discussions (small group discussions) could be set up for staff or students of the parent organisation, visitors and more distant users. They could be organised as part of a national or regional meeting attended by users of the resource centre. Users could discuss their opinions of the resource centre and its services, what impact information from the resource centre has had their work, and what subjects and services they require.

Information gathered through questionnaires and focus group discussions can be used both for evaluation and as part of ongoing needs assessment (see Section 1.1).
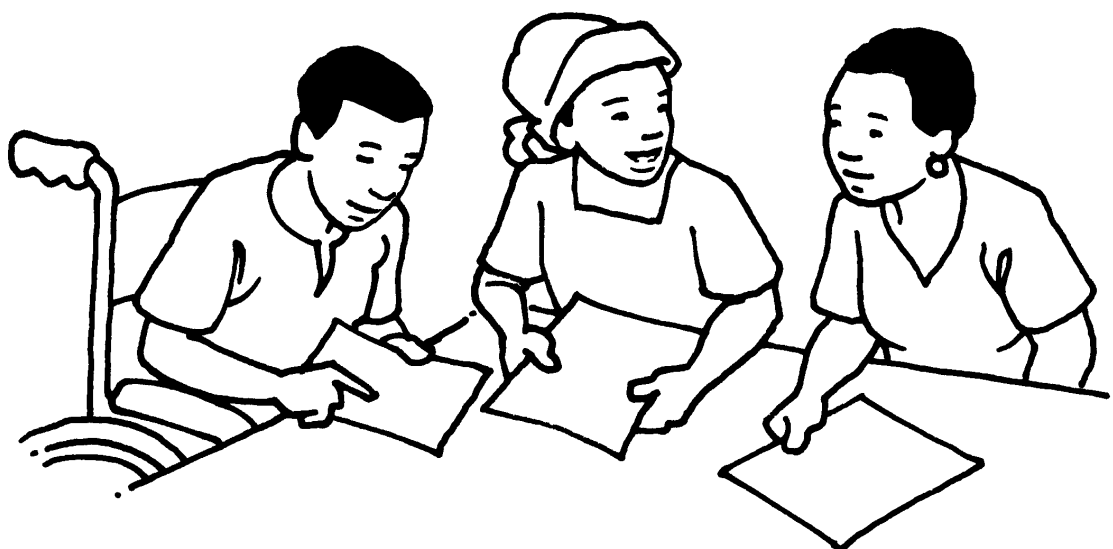
9.3.2 Using the data

The data collected through monitoring and questionnaires or discussions can be used to answer questions such as:
- What impact does the resource centre have on users?
- How far does the resource centre meet the needs of users?
- What do users save by using the resource centre?
- Are enough people being reached?
- Does the resource centre meet the needs of the funding organisation?
- How useful are the materials?
- What does it cost users to obtain information?
- How skilled are staff?
- How well is the resource centre networking?
- How useful are the resource centre's publications?
- Are the systems for selection, indexing, cataloguing and retrieval cost-effective?
- How can the resource centre increase its collection and improve its services in the most cost-effective way?
- What improvements are the most cost-effective and beneficial?

1. **What impact does the resource centre have on users?**
   Has using the resource centre or the enquiry service helped users to carry out their work or studies? Has information from the resource centre led to any particular action or change in work practices?

   This information can be obtained from the monitoring information and comments made by users through questionnaires and discussions.

2. **How far does the resource centre meet users needs?**
   Do users believe that the resource centre is meeting their needs?

   It is also useful to consider whether the resource centre was established in response to a demonstrated need. Many resource centres grow from an individual campaign and are based on staff's view of what is needed, rather than the views of the community that they aim to serve. It is worth checking whether a needs assessment was carried out, and whether the collection and services reflect the needs identified in the assessment.

   This information can be obtained from documents about setting up the resource centre, and by asking users how far the resource centre is meeting their needs. Users can also be asked what they expect of the resource centre and what services are available elsewhere. It is useful to note how many users visit the resource centre more than once, as repeat visits help to show how useful the resource centre is. Similarly, it is useful to note how many enquirers make more that one enquiry. A second request on a different topic suggests that the user was satisfied with the response to their first enquiry. A sample of enquirers could be contacted to obtain more detailed feedback about how useful they find the services.

3. **What do users save by using the resource centre?**
   How much time, money and effort would users have to spend to obtain information, if the resource centre did not exist? For example, they might have to travel further, or they might have to visit several different resource centres. If they could not obtain the information they need from elsewhere, this would mean that the resource centre was providing a unique service. Even if the resource centre was not very efficient, being unique could be a key strength.

   This information can be obtained through focus group discussions and questionnaires, and through knowledge of what other information services exist, what subject areas they cover and what services they provide (see Section 1.4.2).

4. **Are enough people being reached?**
   How clearly defined is the resource centre's target audience, and are enough of them being reached? For everyone who comes to the resource centre, there are sure to be many others who do not know that they need information or do not know where to find it. Is the resource centre publicised in places where potential users go, such as training institutions, religious centres or community groups? Is it possible to identify sections of the community who need the services but are not using them?

   To answer these questions properly, it is necessary to know the size of the target audience, such as the number of health workers or trainers in the area covered by the resource centre. It is also important to look at efforts to promote the resource centre to members of the target audience who were not previously using it, to see how well the promotional activities have worked.

   This information can be obtained from the records of visitors using the resource centre, enquiry services, and number of users before and after promotional activities. It can also be obtained from the opinions and ideas of users for whom promotional activities are targeted, including those that have not used the resource centre.

5. **Does the resource centre meet the needs of funding organisations?**

   This information can be obtained by checking funding organisations' goals and criteria for supporting the resource centre, and comparing these with the results of monitoring and evaluation.

6. **How good are the materials?**
   How often are the materials used? Are there many materials that are rarely used? Are some subject areas more popular because they are more up-to-date? Are both resource centre staff and users clear about the subject areas covered by the resource centre? Have all the subjects or material formats requested in the needs assessment been regularly used? If they are not, does the collection policy need to be changed, do materials need updating, or is more promotion required?

This information can be obtained from the monitoring information and user questionnaires and discussion.

7. **What does it cost users to obtain information?**
    How much time do users spend learning to use systems such as the classification scheme, catalogue or database? How easy is it for them to use these once they have learned how? How do the advisory services and information skills training provided by staff help users to find information in the resource centre?

    This information can be obtained by providing advisory services (see Section 7.4), and through user discussions and questionnaires.

8. **How skilled are staff?**
    Can staff provide information as well as process materials? Are staff friendly and helpful? Are they involved in planning new developments and knowledgeable about what is going on? Do they need more training?

    This information can be obtained from user discussions and questionnaires, and discussions with the resource centre advisory committee and resource centre staff about staff's capabilities and training needs.

9. **How well is the resource centre networking?**
    Are enquiries received from other organisations or individuals, such as public libraries, research organisations, community groups or individual experts? Are enquiries from users referred to other resource centres? Have efforts been made to eliminate duplication by sharing responsibilities, such as collection, processing and storage, with other groups? Is there a file of people or organisations who can provide information and share their expertise? Staff should not simply add names of useful contacts as they hear about them, but they should go out and ask people if they will collaborate with the resource centre.

    This information can be obtained from staff records, minutes of resource centre advisory committee meetings and discussions with staff.

10. **How useful are the resource centre's publications?**
    Are publications such as current awareness bulletins, information packs, newsletters, articles, or resource lists produced? Are they accurate, legible, appropriate to users and efficiently distributed? Do users find them useful and timely? Are they a worthwhile activity in terms of the time and resources available to the resource centre?

    This information can be obtained from staff records for preparation and distribution, users' discussions and questionnaires, and staff comments about the time and effort taken to prepare publications.

11. **Are systems for selection, indexing, cataloguing and retrieving information cost-effective?**
How much does it cost to process each material in the collection (in terms of both staff time and materials)? How long does it take to process materials (for example, accessioning, cataloguing and classifying, entering records onto the database, and quality controlling)? Are these systems worth the staff time involved, because they speed up the retrieval process, or do they take more time than can be spared?

This information can be obtained by monitoring the time taken to process materials, looking at the records of information searches that have been carried out, how long searches have taken, and how far they have met users' needs. Opinions expressed through staff and user discussions and questionnaires are also important.

12. **How can the resource centre increase its collection and improve its services in the most cost-effective way?**

This information can be obtained by listing ways in which the resource centre can increase its collection and improve its services, and then identifying which of these are least expensive in terms of money and staff time. Comments from users can be obtained from the suggestions/comments box, monitoring forms, and questionnaires and discussions.

13. **What improvements are the most cost-effective and beneficial?**

This can be decided by comparing improvements that are cost-effective with what users most need, and reaching a balance. It makes no sense to offer services that the resource centre cannot afford, but if there is a choice of services that can be offered, the needs of the users should always come first.

9.3.3 Using the results of an evaluation

The purpose of carrying out an evaluation is to help improve the resource centre and its services. The process of evaluation demonstrates what is being done well and should be continued, as well as what needs to change and what additional activities could be undertaken. Poor results are as important as good ones, as they can point to ways to improve a service.

Evaluation results should be used to identify new objectives, and develop new action plans (see Sections 1.2 and 1.3). They may result in changes to how the resource centre is run, what it collects and what services it provides. They may also identify staff training needs, to enable staff to carry out their work efficiently and provide the services required.
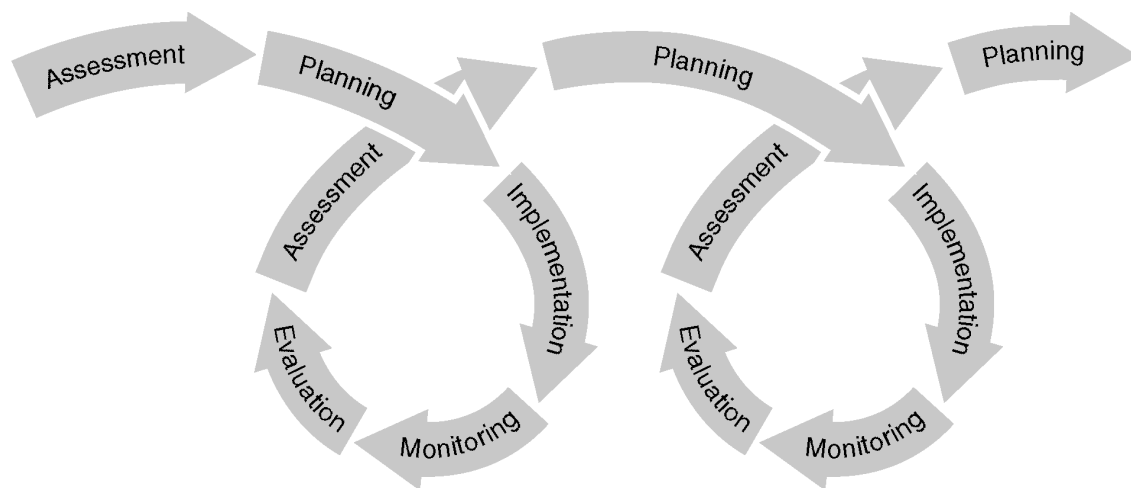
The planning cycle

Definitions

Abstract
A summary of an article, book, report or audiovisual material.

Accession number
A number assigned to each book as it is received in the library, for example 748.

Accessions book or register
A book in which details of all materials are entered immediately after receipt.

Acquisition policy
A policy for obtaining new materials for the resource centre.

Acronym
A pronounceable abbreviation formed by combining initial letters or parts of words – for example, UNESCO for United Nations Educational, Scientific and Cultural Organization.

Attachment
A document or file sent with an e-mail message.

Author
The person or corporate body responsible for the content of a publication – for example the writer of a book, compiler of a bibliography, artist or photographer.

Author catalogue
A card catalogue of author cards arranged alphabetically. Author catalogues usually include cards for editors, second and third authors, etc, and title cards in the case of anonymous works.

Bibliographic
Relating to books and other resource materials.

Bibliography
A list of books, periodical titles, or audiovisual materials.

Boolean searching
Using the terms 'and', 'or' or 'not' to search for a specific combination of words in a database. These combining terms are sometimes represented by symbols, which vary from program to program.

Braille
A system for printing or writing for blind people, consisting of raised dots that can be interpreted by touch. Each dot or group of dots represents a letter, numeral or punctuation mark.

Browse
To look through materials on a shelf, often in a leisurely manner.

Capacity (computers)
The ability of a computer to store and process information, measured in terms of the size of the hard disk and memory, and the speed of the computer's processor (see also 'specification').

Card catalogue
A catalogue taking the form of cards that are filed in drawers or boxes (see also 'author catalogue', 'dictionary catalogue', 'subject catalogue', and 'title catalogue').

Catalogue (noun)
A list of all the books, maps, journals, recordings and other materials in a resource centre, with details of each. A catalogue may be arranged by alphabet, by classification number, or by subject.

Catalogue (verb)
To compile a catalogue.

CD-ROM drive
A device that, connected to a computer, can read information stored on compact discs (CDs). Can be internal or external.

CD-RW (Read-Write) drive
Similar to the CD-ROM drive, but with the added function of being able to record (write) information on a blank 'recordable' compact disc (CD-R), for storing, archiving, or backing up information. Can also be used to record over (over-write) data on an existing CD, if using a 'rewritable' CD (CD-RW).

Classification number or Class number
A number or combination of numbers and letters used to identify a particular book and locate it on the shelves.

Classification
See 'Classification scheme' and 'Classifying'.

Classification scheme or system
A system for arranging books and other materials on the shelves, usually according to subjects. Different groups or classes of materials are identified using numbers, letters, symbols or a combination of the three.

Classifying
Describing a material by subject (see also 'Indexing').

Collation
Physical description of a book. It consists of the number of pages, presence of illustrations (maps, tables, graphs, charts, figures), bibliography and appendices.

Collection
A group of books or other materials, or all the materials in the resource centre.

Compiler
Someone who brings together material form various sources – for example, the compiler of a bibliography.

Copyright
The exclusive right to publish a material for a specified number of years (in the UK, usually 50 years after the death of the author).

Corporate author
An organisation or institution acting as the author or editor of a publication.

Cross-reference
A referral from words or names to others, for example in a catalogue or keywords list (see also ''See' reference' and ''See also' reference').

Current awareness bulletin
A bulletin that helps users keep up with a range of new developments, for example new materials, book reviews, announcements about meetings and conferences, and news of resource centre activities.

Data
Information that is entered into, stored in and used by a computer – for example, information that is in a database.

Database
A collection of data stored in a computer in such a way that it can be *searched* through to find certain items, *displayed* or *printed* in various styles, and *sorted* in a number of different ways, so that it is ordered by author, title, subject, date, etc. A bibliographic database is the electronic equivalent of a card catalogue, but is faster and more flexible.

Database search
The means of retrieving information from a database.

DAT drive
Digital audio tape drive that stores a lot of information, used for backing up computer data.

Dictionary catalogue
A card catalogue of author, title and subject cards, filed together alphabetically.

DSL
DSL (Digital Subscriber Line) is a service that offers an 'always-on' Internet connection that is faster than a standard dial-up connection. DSL technology uses existing 2-wire copper telephone wiring to deliver high-speed data services.

Dust jacket
The paper cover around a book.

Edition
One of a number of printings of a book or other materials, issued at separate times with alterations.

Editor
Someone who prepares material for publication or supervises the publication of a work or collection of works.

Electronic communication
The exchange of messages and information, as well as access to information sources using computers and telecommunications devices, such as telephones and modems. Methods of electronic communication include the Internet, e-mail and CD-ROM.

Electronic conference
A forum for discussion and exchange of information using e-mail between a group of people who share an interest in a particular topic.

E-mail (electronic mail)
A means of sending messages from a computer to one or more other computers over a telephone line.

Electronic mailing list
Allows a group of people to communicate with each other using e-mail. A message is sent to the mailing list address and automatically distributed to all members of the group.

Field
The part of a database record that contains information about one particular aspect of a material or organisation, such as the author or the title of a book, or the address or activities of an organisation.

Field tags
Labels used by a computer program to identify individual fields, such as 200 for the title field, or 300 for the author field. Programs designed for use by individuals or less traditional information services usually use names rather than numbers.

Format
The general appearance of a material, for example, book, video or CD-ROM.

Formatting language
Codes used by some programs to arrange information for display, printing or exporting.

Freeware
Software programs that are available free of charge, usually without support from the developer.

Gatekeeper
Someone who is usually part of a user group, who scans and assesses information and shares it with other members of the group.

Guide card
A card in a card catalogue that is slightly taller than the other cards, containing letters, names or words indicating the content of the cards directly behind it in the catalogue.

Heading
A word, name or phrase at the top of a catalogue card to indicate a particular aspect of the material, such as author, title or subject.

HTML (hypertext mark-up language)
Formatting commands which are used to create documents on the World Wide Web.

HTTP (hypertext transfer protocol)
A set of formal rules which enables files to be transferred between computers over the World Wide Web.

Hypertext
A highlighted word, phrase or image in a document on the web which, when activated, leads the viewer to another part of the same document or a related document on a different website.

Hypertext link
A link between highlighted words, phrases, or images on the web.

Impact
The effect of an activity, for example, the effect that a resource centre and its services has on users' work.

Imprint
The place, name of the publisher, and date of publication, written on a catalogue card (in that order).

Information need
A need for information arising out of lack of knowledge or experience to undertake an activity. There is often no awareness of the need until the lack of the information prevents a problem being tackled.

Indexing
Identifying the subjects covered by a publication using a list of subject headings or thesauri, and listing them.

ISBN (international standard book number)
A number assigned by a publisher to a specific book or edition of a book.

ISSN (international standard serial number)
A number assigned by a publisher to a periodical.

Internet
A network of networks which links millions of computers around the world, using telephone lines. The networks are linked together so that they appear as a single network to the user.

Internet browser
A software program, such as Netscape Navigator, Internet Explorer, or Opera, which allows the user to view documents on the World Wide Web.

Internet service provider (ISP)
An organisation that provides access to the Internet. In order to connect to the Internet, you must go through an Internet Service Provider.

Intranet
An Intranet is an internal or private Internet system used strictly within one organisation. The main purpose of an Intranet is to share organisation information and computing resources among staff.

Joint author
One of two or more people responsible for the content of a publication.

Keyword
A word or phrase used in cataloguing or bibliographic databases to describe a subject. Sometimes called a descriptor.

Keywords list
A list of subject terms, often including cross-references to related terms.

Literature search
Searching (looking through) sources such as catalogues, databases, bibliographies, indexes, periodicals, books, newsletters, CD-ROMs, e-mail and the Internet, or contacting other organisations, to locate materials on a particular subject. Literature searches form an important part of an advisory service.

Material
Any material kept in a resource centre, including books, newsletters, periodicals, manuals, reports and audiovisual materials.

Modem
A device that enables messages to be sent from one computer to another, via a telephone line. A fax modem enables faxes to be sent from a computer.

Moderator
A person responsible for managing an electronic mailing list or conference to ensure that it is used for its intended purpose and to keep track of messages.

Monograph
A paper, book or report on a particular theme.

Multi-media
Materials made up of more than one format – for example, a training pack made up of a video, posters, overhead projector slides, and notes for trainers and students.

Needs assessment
Assessing information needs in order to ensure that appropriate information is provided (see also 'Information need').

Network
A formal or informal group of people that are in contact with each other to share ideas and experience, often following a set of objectives that help to guide the networking.

Networking
Keeping in contact with individuals or organisations working in a similar field, to exchange ideas and experiences, and provide mutual support.

Operating systems
The software programs used to run a computer – for example, DOS and Windows.

PDF (Portable document format)
A universal electronic format which can be read on any computer by using a software program called Adobe Acrobat Reader. PDF files look exactly like the original document, containing all the formatting, tables, illustrations, and graphics, but are more compact and can be read by any computer using Acrobat Reader.

Periodical
A publication issued in successive parts and intended to be continued indefinitely (includes yearbooks, journals, newsletters and newspapers).

Publication date
The year a publication appears.

Publisher
A person or organisation that produces and issues resource materials.

Publisher's catalogue
A list of currently available publications.

Record
Section of a computer database equivalent to a card in a catalogue. Each record contains all the information about a particular material. Records are made up of fields.

Reference book
A book, such as an encyclopaedia or a dictionary, used to obtain specific information.

Reference material
Books, videos and other materials that may be used in the resource centre – they may not be borrowed.

Reference interview
Discussion with a user to find out their information needs, including subject areas, format of materials (such as book, articles, video), content of materials (such as audience level), what they want to use the materials for, and so on.

Repackaging information
Re-issuing material in different ways to meet the needs of different groups.

Repeatable field
A field within a database that can be repeated – for example, for multiple authors or keywords.

RTF (rich text file)
Format of a word-processed document which contains text only, but includes basic formatting such as bold and underline. An RTF file can be read by most word-processing programs and is given the file extension .RTF (for example, REPORT.RTF)

Scope note
A note on the meaning of a keyword and how it should be used.

SDI (selective dissemination of information)
Notifying individual users about materials that will interest them.

Search
See 'Database search' or 'Literature search'.

Search engine or search directory
A tool that helps viewers to find information on the World Wide Web. A search engine can search for a word or combination of words appearing on web pages and displays the addresses of these pages.

'See' reference
A referral from a heading or keyword not used to a heading or keyword that is used.

'See also' reference
A reference indicating related headings or keywords.

Serial
See 'Periodical'.

Series
A set of materials with the same format and related contents, usually related in subject or form, that are issued successively, usually by the same publisher. A series has a collective title that may appear on the title page or on the cover.

Shelf list
A list of materials in a resource centre arranged in the order in which they appear on the shelves.

Shelf reading
Checking the order of materials on the shelves. Materials should be ordered according to the classification number and then by author. Any materials are that are mis-shelved, can be re-shelved in the correct order.

Software
The programs that enable the computer to carry out functions, such as word processing or sending e-mail.

Specification (computers)
Details of the computer components, such as hard drive, memory and CD-ROM drives, giving size, speed, make and model.

Spine
The back of a book connecting the front and back covers. The title and author usually appear on the spine.

Subfield
Part of a field that is subdivided – for example, for titles and subtitles, or place of publication and publisher.

Subject catalogue
A card catalogue of subject cards arranged alphabetically. Subject cards often include cross-reference cards from words not used in the catalogue to those that are used.

Subject cataloguing
The assignment of classification numbers and keywords.

Subtitle
A secondary title, often used to expand or to limit the main title.

Text file
A word-processed document which includes only text and no formatting, tables or images. A text file can be read by any word-processing package and is given the file extension .TXT (for example, REPORT.TXT).

Thesaurus
A collection of keywords or descriptors (generally within a special field of knowledge) which lists the keywords and displays their relationship. Similar to a keywords list.

Title
The distinctive name of a book or other material. The proper title of printed material is often different from the title that appears on the front cover, so it is important to check the proper title page.

Title catalogue
A card catalogue of title cards arranged alphabetically.

Title page
A page that appears at the beginning of a book and that contains the most complete bibliographic information, including the title, author's name, publisher and date of publication.

Transfer protocol
A set of formal rules describing how to transmit data across a computer network.

URL (uniform resource locator)
The address of a page or document on the World Wide Web.

User group
A group of people who have a common interest and can be provided with information as a group rather than individually.

Web
A shortened term for World Wide Web.

Web page
A document or file of information on the World Wide Web that can contain text, pictures and sound. Web pages can be linked together by hypertext links.

Website
A number of web pages displayed by the same host computer.

Weeding
The process of removing materials from the collection that are either in bad condition, no longer accurate, or replaced by other newer materials or more recent editions of the same publication.

WWW (World Wide Web)
One of the most popular features of the Internet, made up of millions of 'pages' of information linked together. The WWW gives access to many types of files, such as text, sound, image and moving pictures.

Zip drive
A drive that can store a large amount of data, often used for backing up computer data. Zip disks can currently hold the equivalent of 180 floppy disks.

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Section 2: Management and finance

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Section 3: Space, furniture and equipment

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Section 5: Organising the information

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Section 8: Making links and promoting the resource centre

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Section 9: Monitoring and evaluation

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Further reading

A list of useful materials, including materials relating generally to resource centres, and those relating more specifically to individual sections of this manual.

General

BAIRD, Nicola
Setting up and running a school library
London : VSO : and : Harcourt Education, 1994, 137 p ill.
ISBN: 0 435 92304 8
Practical guide to setting up and running a school library. Designed for teachers and untrained librarians.
Note: Translated into Hindi in 2001, but these translations no longer in stock (ISBN: 0 435 99928 1).
Available from: Heinemann International Division, Harcourt Education, Halley Court, Jordan Hill, Oxford OX2 8EJ, UK E-mail: international@harcourteducation.co.uk
Internet: http://www.internationalschools.co.uk Fax: +44 1865 314 290
Price: £5.50

CENTRE FOR HEALTH EDUCATION TRAINING AND NUTRITION AWARENESS (CHETNA)
How to manage a user-friendly documentation centre : a training module
Ahmedabad : CHETNA, 2002, 56 p.
A training manual for resource centre or information managers. It includes the basics of setting up a resource centre. The first section presents a number of training exercises, and the second section provides 2–3 pages of bullet points and explanations on each topic, including identifying an appropriate location, ordering, cataloguing and classifying materials, using a database, labelling/signposting, shelving, circulation, and finally promoting the centre.
Available from: Centre for Health Education, Training and Nutrition Awareness (CHETNA), Lilavatiben Lalbhai's Bungalow, Civil Camp Road, Shahibaugh, Ahmedabad 380 004, Gujarat, India E-mail: chetna@icenet.net
Internet: http://www.chetnaindia.org Fax: +91 79 2866513 / 2113005
Price: Rs50 US$5.00

CHIWARE, Elisha and HADEBE, Bonani (Eds)
A manual for rural libraries in Zimbabwe
Bulawayo : Rural Libraries and Resources Development Programme, 1992, 72 p ill.
ISBN: 0 7974 1059 7
A useful manual intended for rural libraries in Zimbabwe, but applicable to all small resource centres and libraries.
Available from: Rural Libraries and Resources Development Programme (RLRDP), PO Box 439, Bulawayo, Zimbabwe E-mail: rlrdp@samara.co.zw Fax: +263 9 75337

DREYER, Libby and KARLSSON, Jenni
Ulwazi : for power and courage. A guide to starting a resource centre
Durban : Media Resource Centre : Pietermaritzburg : Community Resource
Centre Training Project, 1991, 80 p ill.
ISBN: 0 86980 831 1
This book is a good introduction to anyone wishing to set up a community
resource centre. It provides practical information on how and why, plus a
resource list of organisations, including training providers, publishers and other
resource centres.
Available from: Media Resource Centre, Department of Education, University of
Natal, Durban, South Africa Fax: +27 31 261 6880

INTERNATIONAL WATER AND SANITATION CENTRE (IRC)
Organizing local documentation services for the water and sanitation sector :
guidelines
(Reference Series No. 9.)
The Hague : IRC, 1994, 97 p.
Guidelines for the development of local documentation centres which can be
maintained with minimum effort, and provide useful information on water and
sanitation to colleagues and the local community.
Available from: IRC International Water & Sanitation Centre, PO Box 2869,
2601 CW Delft, The Netherlands E-mail: general@irc.nl Internet:
http://www.irc.nl
Fax: +31 15 219 09 55
Price: EU 9.00

INTERNATIONAL WATER AND SANITATION CENTRE (IRC)
The Streams of Knowledge toolbox
Draft
Delft : IRC, Oct 2001, 30 p.
This set of tools forms the draft Toolbox on Streams of Knowledge (SoK). It is a
work in progress. It uses results in learning among partners in the SoK coalition
that work together to strengthen resource centres' contributions to improved
water and sanitation delivery. The learning process emerged from the project
Study into Resources and Management (STREAM) of drinking water supply and
sanitation centres in four continents. This brought together IRC's long standing
partners and new ones in a joint learning process of what makes effective
resource centres.
Tools include:
1. Diagnostic study
2. Understanding the resource centre concept
3. Assessing the potential of a resource centre
4. Gender scan guideline
5. Consolidating resource centres
6. Electronic information services
7. Evaluating effectiveness of resource centres and their partners
8. Self-assessment guide
9. Improving management & control functions
10. Quality assurance

11. Impact Assessment.
Web location: http://www.streamsofknowledge.net/toolbox.html
Available from: IRC International Water and Sanitation Centre, PO Box 2869,
2601 CW Delft, The Netherlands E-mail: general@irc.nl Internet:
http://www.irc.nl, http://www.streamsofknowledge.net Fax: +31 15 21 929 39
Price: Free

KANNAPIRAN, C
Documentation for change
WORLD HEALTH FORUM Vol 11 No 3. 1990, p 313–317.
Discusses the role and function of health documentation centres, with reference
to the experiences gained by the Voluntary Health Association of India (VHAI).

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Basics of documentation
New Delhi : VHAI, 1988, 90 p.
Available from: Voluntary Health Association of India (VHAI), Tong Swasthya
Bhawan, 40 Institutional Area, South of IIT, New Delhi 110 016, India
E-mail: vhai@sify.com Internet: http://www.vhai.org Fax: +91 11 6853708

**KENYA MINISTRY OF HEALTH Library Development Project of Continuing
Education Programme and African Medical and Research Foundation (AMREF)**
Basic health libraries : an information management handbook
Kenya : Ministry of Health : AMREF, 1994, 140 p.
Covers basic health library management for rural health libraries. Each chapter
includes objectives and review exercises.
Available from: African Medical and Research Foundation (AMREF), AMREF
Book Distribution Unit, PO Box 30125, Nairobi, Kenya E-mail:
jireri@amrefhq.org
Internet: http://www.amref.org/publications.htm
Price: Ksh450

MATERIA, Enrico (et al)
Making a start with district health libraries
WORLD HEALTH FORUM Vol 15 No 1. 1994, p 89–92.
Discusses the pilot project to establish and develop 30 district health libraries in
Tanzania and Uganda. It includes a useful set of guidelines for establishing,
developing and promoting district health libraries.

MCINTYRE, Peter
*Streams of knowledge : the role of water and sanitation resource centres in
closing the gap on unmet needs*
Delft : IRC, Mar 2000, 24 p.
This is an account of how resource centres around the world are playing a crucial
role in helping people to secure safe water supplies and effective sanitation in an
era of rapid population growth and social change. Outlines some of the lessons
learned by IRC in its experience of developing resource centres.
Web location: http://www.streamsofknowledge.net/booklet.html

Available from: International Water and Sanitation Centre (IRC), PO Box 2869, 2601 CW Delft, Netherlands E-mail: general@irc.nl Internet: http://www.irc.nl, http://www.streamsofknowledge.net Fax: +31 15 21 929 39
Price: Free

PHILIPPS, Eva
Documentation made easy : a library manual for nongovernmental organizations specializing in appropriate technology and rural development
Wiesbaden : Vieweg & Son, 1990, 205 p ill.
ISBN: 3 528 02054 7
This is the work of a practitioner who is well acquainted with her subject, and who gives those in charge of documentation in development associations many examples and tools as well as a general filing layout for the small libraries of grassroots organisations. The manual is aimed primarily at readers with no previous experience in librarianship and documentation.
Web location: http://www5.gtz.de/gate/publications/G28doe.pdf
Available from: German Appropriate Technology Exchange (GATE), Information Service, PO Box 5180, 657 26 Eschborn, Germany E-mail: gate-id@gtz.de
Internet: http://www.gtz.de/gate Fax: +49 6196 797352
Price: US$15.25

POWELL, Mike
Information management for development organisations
2nd ed.
(Oxfam Development Guidelines.)
Oxford : Oxfam, 2003, 294 p.
ISBN: 0 85598 483 X
The book is about managing information in the workplace rather than in a resource centre or library. It is aimed at managers of community groups and non-governmental organisations in developing countries and elsewhere. It aims to help them to think critically about what kinds of information they, their staff, and their project partners need. It discusses how they can access such information, manage it, and communicate it in the most effective and equitable way. It includes some practical tools and exercises to help readers to relate the ideas to their own situations. In this second edition, discussions of knowledge management, capacity building, institutional learning, evaluation and impact assessment, research, information products, and evidence-based work have been added, or considerably extended, together with a number of new case studies.
Available from: Oxfam Publishing, 274 Banbury Road, Oxford OX2 7DZ, UK, or in southern Africa: Anglia Book and Freight Consolidators, PO Box 140, Sedgefield 6573, South Africa E-mail: publish@oxfam.org.uk, info@anglia.co.za
Internet: http://www.oxfam.org.uk/publications Fax: +44 1865 313 713, +27 44 343 3066
Price: £10.95

PRADHAN, Mohan Raj (Ed)
Health libraries and information networks in Nepal
(National Seminar in Health Library/Information Networks.)
Dharan : B P Koirala Institute of Health Sciences, 1995, 98 p ill.
Contains papers contributed to the seminar, representing the situation and development of health libraries in Nepal. The development issues have an emphasis on the use of IT.
Available from: B P Koirala Institute of Health Sciences, Ghopha, Dharan, Nepal
E-mail: ihs@bpkihs.edu Internet: http://www.bpkihs.edu Fax: + 977 25 20251
Price: US$10 Rs300

Resource centres : building living libraries [whole issue]
CONTACT No 134. Dec 93, 18 p.
Discusses the principles of running successful resource centres, including involving the community. It also provides examples of resource centres that are already in action around the world.

SUPE, Gaby
Health information centre for young people
[In: Hands on! A manual for working with youth on sexual and reproductive health / ROLLIN, Julika GABRIEL, Annette (Eds)]
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), 2002, 14 p.
Sets out the principles which led to the creation of the Health Information, Education and Communication Centre for Youth Sexual Health (CISJEU). Highlights the process the project team went through to deal with issues such as location of the centre, developing appropriate services (including a education activities and a counselling unit), human resources and financing, and involving young people and their parents in its management.
Web locations:
http://www.gtz.de/srh/download/HO_2.5%20Health%20Information%20Centre%20for%20Young%20People.pdf,
http://www.gtz.de/srh/english/biblio/biblio1.html
Available from: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, Dag-Hammarskjold-Weg 1–5, 65760 Eschborn, Germany
E-mail: christina.neckermann@gtz.de Internet: http://www.gtz.de/srh
Price: Free

TOTTERDELL, Anne and HORNSEY, Alan and PULLEN, Lyn
Library and information work primer
2nd ed.
London : Facet Publishing, 2001, 216 p.
ISBN: 1 85604 420 3
Provides a practical, educational underpinning to Library Information Service (LIS) work for a broad range of new and recent entrants to the profession, for individuals working towards UK NVQ and City and Guilds qualifications and first-year undergraduate LIS courses. The book looks at the key areas of competence necessary for the efficient and informed practice of a wide range of jobs in the LIS sector. Replaces The basics of information skills teaching 3rd ed

1996.
Note: See <http://www.facetpublishing.co.uk> for list of distributors in
Singapore, Australia, USA, Europe and Japan.
Available from: Bookpoint Ltd, Mail Order Department, 130 Milton Park,
Abingdon, Oxon OX14 4SB, UK E-mail: facet@bookpoint.co.uk
Internet: http://www.facetpublishing.co.uk Fax: +44 1235 400454
Price: £19.95 plus £2.50 postage and packing

WEBB, Sylvia P
Creating an information service
3rd ed.
London : Aslib, 1996, 134 p.
ISBN: 0 85142 360 4
Practical approach to setting up a library or information service, of particular
relevance to those working in one-person libraries. Includes 'real life' examples,
checklists, and useful contact addresses.
Available from: Aslib Books and Directories, Aslib/Europa, 11 New Fetter Lane,
London EC4P 4EE, UK E-mail: sales.europa@tandf.co.uk
Internet: http://www.aslib.co.uk Fax: +44 20 7842 2249
Price: £21.00 plus £2.50 postage and packing £16.99 Aslib members

WEITZEL, Rolf
Library services for primary health care
SOCIAL SCIENCE & MEDICINE Vol 32 No 1. 1991, p 51–58.
The paper highlights the inadequate provision of library and information services
for health care staff in developing countries. It identifies different types of
information need and suggests how these could be met by simple and inexpensive
means.

WENDELL, Laura
Libraries for all! : how to start and run a basic library
Paris : UNESCO, 1998, 115 p.
A practical guide for those interested in establishing and managing a library in a
developing country, particularly of interest to those developing community
libraries. Available in English, French and Spanish.
Web location: http://www.rtpnet.org/~wlp/publications/lfa.shtml
Available from: The World Library Partnership, 3101 Guess Road, Suite D,
Durham NC 27705, USA, or, Division of Information and Informatics,
UNESCO, 1 rue Miollis, 75732 Paris Cedex 15, France E-mail: wlp@rtpnet.org
Internet: http://www.rtpnet.org/~wlp Fax: +1 919 479 2033
Price: Free (developing countries) US$10.00 plus postage and packing (elsewhere)
US$1.00 for each additional copy to the same address

Section 1: Planning a resource centre

WEITZEL, Rolf
Guidelines for surveys on the information needs of health personnel
[In: Health Literature Services by the Year 2000. Part II / WORLD HEALTH
ORGANIZATION. Regional Office for the Western Pacific (WHO WPRO)]
(Western Pacific Education in Action Series No. 4 WHO Regional Publications,
Education in Action Series No. 4.)
Manila : WHO WPRO, 1990, 46 p.
Available from: WHO Western Pacific Regional Office, Publications Unit, PO
Box 2932, 1000 Manila, Philippines E-mail: postmaster@who.org.ph
Internet: http://www.who.int/pub/en

Section 2: Management and finance

BRUTY, Bill
INASP-Health fundraising workshop online
[Unpublished], 2000, [27 p].
An on-line guide to fundraising, covering the stages involved in researching,
identifying, planning your approach, and making contact with donors. Also
includes contact details of a few charitable trusts.
Web location: http://www.inasp.org.uk/health/fundraising/charity.html
Available from: INASP-Health Internet: http://www.inasp.info/health
Price: Free

FAHAMU
*Proposals that make a difference. How to write effective grant proposals : a
manual for NGOs*
2nd ed.
Oxford : Fahamu, 2003
The author reveals the art of writing proposals, whatever the format that is
required by the funding agency. Topics covered include: defining objectives;
researching and getting to know the donor; making an effective case of funding
using the "POOP" formula (present, opportunities, options and proposition);
how to prepare a logical framework analysis (LFA); preparing budgets; and how
to follow up with the donor.
Available from: Unit 14, Standingford House, Cave Street, Oxford OX4 1BA,
UK, or, Southern African Regional Office, PO Box 70740, Overport, Durban,
KwaZulu Natal 4067, South Africa E-mail: info@fahamu.org Internet:
http://www.fahamu.org
Fax: +44 1865 203009, +27 31 207 1194
Price: £20.00 + £2.00 postage and packing

NORTON, Michael
The worldwide fundraiser's handbook : a resource mobilisation guide for NGOs and community organisations
2nd ed.
London : Directory of Social Change, 2003, 272 p.
ISBN: 1 903991 34 X
A fully revised and updated edition of the essential handbook for fundraising for the developing world (including Africa, Asia, Latin America and countries of Eastern Europe). Using case studies and examples of good practice, it offers guidance and advice on: establishing effective local fundraising; the range of sources of funding (including governments, companies and charitable foundations); the different fundraising techniques; and codes of practice and sources of information and help. This new edition takes into account changes in fundraising practice and includes new case studies. Extensive new material includes: new sections on Internet fundraising and on branding and image; a fully revised section on income generation; fuller information on using case studies to illustrate your work; and fuller information on faith-based fundraising, raising money through overseas support groups, and raising money through schools.
Available from: Directory of Social Change, 24 Stephenson Way, London NW1 2DP, UK E-mail: books@dsc.org.uk Internet: http://www.dsc.org.uk Fax: +44 20 7391 4804
Price: £12.95

Section 4: Developing the collection

AVRIEL, Deborah and ARONSON, Barbara and BERTRAND, Irene
Appropriate information : new products and services
WORLD HEALTH FORUM Vol 14 No 4. 1993, p 410–417.
Effective health information services require action on three major levels: identifying and acquiring appropriate resources; applying appropriate methodologies for management of information and its communication; and stimulating local initiatives and applications. WHO's Programme of Library and Health Literature Services proposes its methodologies and products for creating and improving effective information services to health workers.

[Blue Trunk Libraries] [whole issue]
WHO LIAISON Vol 9 No 3. Nov 98, 12 p.
This issue of WHO Liaison concentrates on the Blue Trunk Libraries project, and the distribution and use of the libraries in Africa.
Note: For the latest information on the Blue Trunk Library project see the website http://www.who.int/library/country/trunks/index.en.shtml
Web location: http://www.who.int/library/country/liaison/1998/liaison_9-3_eng.pdf

HAGUE, Howard
Core collection of medical books and journals 2001
4th ed.
London : Medical Information Working Party, 2001, 95 p.
ISBN: 0 95134194 4
An acquisition guide for small or medium sized libraries in a hospital or comparative medical institutions, including a recommended selection of essential materials ranging from standard works to student texts. Selection of materials should be made according to local requirements and resources. It is not specifically designed for developing countries, but can be useful in selecting international titles.
Available from: BMJ Bookshop, BMA House, Tavistock Square, London WC1H 9JR, UK E-mail: orders@bmjbookshop.com Internet: http://www.bmjbookshop.com
Fax: +44 20 7383 6455
Price: £5.00 plus £1.50 postage and packing

HILL, D R and Stickell, H N
Brandon/Hill selected list of books and journals for the small medical library
BULLETIN OF THE MEDICAL LIBRARY ASSOCIATION Vol 89 No 2. Apr 2001, p 131–153.
A useful list to aid the selection of materials, but with an American emphasis. This list of 630 books and 143 journals is intended as a selection guide for health sciences libraries or similar facilities. It can also function as a core collection for a library consortium. Books and journals are categorised by subject; the book list is followed by an author/editor index, and the subject list of journals, by an alphabetical title listing. A 'minimal core list' consisting of 81 titles has been pulled out from the 217 asterisked (*) initial-purchase books and marked with daggers (+*) before the asterisks. To purchase the entire collection of 630 books and to pay for 143 2001 journal subscriptions would require US$124,000. The cost of only the asterisked items, books and journals, totals US$55,000. The 'minimal core list' book collection costs approximately US$14,300.
Web location:
http://www.pubmedcentral.gov/picrender.fcgi?tool=pmcentrez&action=stream&blobtype=pdf&artid=31721,
http://www.pubmedcentral.gov/articlerender.fcgi?tool=pmcentrez&artid=31721

HILL, D R and Stickell, H N
Brandon/Hill selected list of books and journals in allied health
JOURNAL OF THE MEDICAL LIBRARY ASSOCIATION Vol 91 No 1. 2003, p 18–33.
A useful list to aid the selection of materials, but with an American emphasis. This list of 434 books and 79 journals is intended as a selection guide for print literature to be used in a library supporting allied health educational programmes or allied health personnel in either an academic or health care setting. Because of the large number, and wide variety, of allied health professions and occupations, the recommended publications are focused primarily on the educational programmes listed and recognised by the American Medical Association and

other accrediting bodies. Books and journals are categorised by subject; the book list is followed by an author/editor index and the subject list of journals by an alphabetical title listing. Items suggested for initial purchase (169 books and 32 journals) are indicated by asterisks. To purchase the entire collection of books and journals (2002 subscriptions) would require an expenditure of about US$36,744. The cost of only the asterisked items totals US$14,465.
Web location:
http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=141184,
http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=141184&action=stream&blobtype=pdf

MOORE, J
Core list for nurses, midwives and health visitors 1998
London : Medical Information Working Party, 1998, 55 p.
ISBN: 0 9513419 3 6
An acquisition guide for small or medium sized libraries in a hospital or comparative medical institutions, including a recommended selection of essential materials ranging from standard works to student texts. Selection of materials should be made according to local requirements and resources. It is not specifically designed for developing countries, but can be useful in selecting international titles.
Available from: BMJ Bookshop, BMA House, Tavistock Square, London WC1H 9JR, UK E-mail: orders@bmjbookshop.com Internet: http://www.bmjbookshop.com
Fax: +44 20 7383 6455
Price: £5.00

SOURCE INTERNATIONAL INFORMATION SUPPORT CENTRE
Source newsletters and journals database
London : Healthlink Worldwide, 2002
Gives details of over 150 international newsletters, magazines and journals relating to health and disability issues which are available free or at low cost to readers in developing countries. If published on the web, you can link directly to the full text of the newsletter.
Note: This resource has been used as a valuable networking tool to learn about the activities of other organisations working regionally and internationally. It also provides a rich source of core materials to build up resource centres and provide up-to-date health information at little extra cost.
Web location: http://www.asksource.info/databases.html#news
Available from: Source, International Information Support Centre Internet: http://www.asksource.info
Price: Free

WEITZEL, Rolf
Essential books for health workers in the Third World
WORLD HEALTH FORUM Vol 13 No 2/3. 1992, p 240–242.
The article looks at the development of essential books lists, the need to identify low-cost titles, often also to obtain funding. It also emphasises the importance of

accommodating the collections so that they are accessible to all staff at a health centre or hospital.

WORLD HEALTH ORGANIZATION (WHO) and Regional Office for the Eastern Mediterranean (EMRO)
List of basic sources in English for a medical faculty library
8th ed.
Alexandria : WHO EMRO, 1999, 140 p.
A list of key materials with an emphasis on paper, and low-cost editions of classic and universally acceptable texts, covering 57 health sciences subjects in addition to dictionaries, directories, librarianship and information science. It includes a total of 1568 titles. This latest edition emphasises health development within developing country setting and avoids highly specialised clinical publications. The list is also held on a database on the EMRO website < http://www.emro.who.int/HIS/VHSL/ >, or on disc in a variety of formats including ASCII and MS Word.
Web location: http://www.emro.who.int/HIS/VHSL/Doc/Basiclist.pdf
Available from: World Health Organization (WHO), Regional Office for the Eastern Mediterranean (EMRO), Abdul Razzak Al Sanhouri Street, PO Box 7608, Nasr City, Cairo 11371, Egypt E-mail: library@emro.who.int Internet: http://www.emro.who.int Fax: +20 2 670 24 92 or 670 24 94

WORLD HEALTH ORGANIZATION (WHO) Library and Information Networks for Knowledge
Blue Trunk Libraries : selected publications
Geneva : WHO, 2003, 28 p.
The Blue Trunk Library is a 'ready-to-use' mini-library designed for district health centres in Africa as a means of compensating for the lack of up-to-date medical and health information. The mini-libraries which consist of more than one hundred books and three journal subscriptions, are contained in blue metal trunks to ensure easy transportation and protection. Priority is given to practical manuals (especially those published by WHO) offering accessible solutions to the medical, public health and management problems medical and health staff may have to face.
Web location:
http://www.who.int/library/country/trunks/contents/index.en.shtml
Available from: World Health Organization (WHO), Library and Information Networks for Knowledge, CH-1211 Geneva 27, Switzerland E-mail: bluetrunk@who.int Internet:
http://www.who.int/library/country/trunks/index.en.shtml Fax: +41 22 791 48 57
Price: Free

Section 5: Organising the information

DI LAURIO, Anne and WATSON, Alice
Macrothesaurus for information processing in the field of economic and social development
5th ed.
Paris : Organisation for Economic Co-operation and Development (OECD), 1998, 436 p.
ISBN: 92 64 16025 6
A thesaurus for information in the broad field of economic and social development.
Available from: (in North America, Latin America and the Caribbean, and Asia and the Pacific) United Nations Publications, Room DC2-0853, Dept. I004, New York, NY 10017, USA, (in Europe, the Middle East and Africa) Publications des Nations Unies, Section des Ventes et Commercialisation, Bureau E-4, CH-1211 Geneva 10, Switzerland E-mail: publications@un.org, unpubli@unog.ch Internet: http://www.un.org/Pubs/update/update.htm Fax: +1 212 963-3489, +41 22 917 0027
Price: US$67.00

HEALTHLINK WORLDWIDE
Healthlink Worldwide classification scheme
Rev ed.
London : Healthlink Worldwide, 2003, 32 p.
This classification scheme has been developed by Healthlink Worldwide (formerly AHRTAG) specifically to meet Healthlink Worldwide's and partners needs and cover the various aspects of primary health care and disability which were thought to be lacking in other schemes available at the time.
Note: This classification scheme is used by the Source International Information Support Centre, and has also been adapted by a number of partner and other organisations.
Price: £10.00

HEALTHLINK WORLDWIDE
Healthlink Worldwide subject and keywords list
Rev ed.
London : Healthlink Worldwide, 2003, 56 p.
This list of controlled vocabulary, or keywords, has been developed by Healthlink Worldwide for use when searching their databases. The terms used reflect various aspects of primary health care and disability issues in developing countries.
Note: This keywords list is used by the Source International Information Support Centre, and has also been adapted by a number of partner and other organisations.
Web location: http://www.asksource.info
Price: £10.00

SOUTHERN AFRICAN NETWORK OF AIDS SERVICE ORGANISATIONS (SANASO) and Information Support Program
Organizing HIV/AIDS information in Southern Africa
Harare : SANASO, 1996, 76 p.
Includes the Southern African AIDS classification scheme and keywords list.
Available from: SANASO Secretariat, PO Box 6690, Harare, Zimbabwe
E-mail: sanaso@mango.zw Fax: +263 4 740245

Section 6: Computers, electronic communication and databases

ANTHONY, Denis
Health on the Internet
Oxford : Blackwell Science, 1996, 158 p.
ISBN: 0 632 04072 6
An introduction to the Internet, e-mail and electronic publishing aimed directly at health workers, health information specialists, trainers, teachers and students, including a comprehensive list of relevant electronic information and how to access it. Provides useful explanation of the technical aspects of electronic communication for those who are interested in a more in-depth understanding, but stands on its own for those with less computer and communications experience.
Available from: Blackwell's Mail Order, 50 Broad Street, Oxford OX1 3BQ, UK
E-mail: mail.ox@blackwell.co.uk Internet: http://www.blackwells.co.uk
Fax: +44 1865 794143
Price: £15.99

ARONSON, Barbara
Electronic access to the information in scientific journals
WHO LIAISON Vol 9 No 2. Aug 98, p 2–4.
Looks at the recent growth in the provision of full-text electronic journals on the Internet, after the unexpected lack of impact of the first ones to be published. Considers questions of copyright, pricing structure, and subscription through Internet journal agents, as well as a range of implications for libraries, such as technical, financial, archiving and storage considerations.
Web location: http://www.who.int/library/country/liaison/1998/liaison_9-2_eng.pdf

BUXTON, Andrew and HOPKINSON, Alan
The CDS/ISIS for Windows handbook
Paris : UNESCO/CI, 2001, 178 p.
A user-friendly introduction to CDS/ISIS for Windows (WINISIS) that complements the reference manual supplied with the package. This is a revision of the 1994 CDS/ISIS Handbook published by the Library Association.
Web location:
http://portal.unesco.org/ci/ev.php?URL_ID=5330&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1051109032#doc
Available from: UNESCO website

CHETLEY, Andrew
Improving health, fighting poverty : the role of information and communication technology (ICT) [whole issue]
INTERNATIONAL PERSPECTIVES ON HEALTH COMMUNICATION : FINDINGS No 1. London : Exchange, Jul 2001, 4 p.
Web location: http://www.healthcomms.org/findings
Available from: Exchange, c/o Healthlink Worldwide, Cityside, 40 Adler Street, London E1 1EE, UK E-mail: healthcomms@healthlink.org.uk
Internet: http://www.healthcomms.org

DI LAURO, Anne and BRANDON, Ed
The MIBIS manual : preparing records in microcomputer-based bibliographic information systems
2nd ed
Ottawa : IDRC Books, 1994, 353 p.
ISBN: 0 88936 728 0
MIBIS is a model database structure for development information. The manual includes information on how to use the model to automate operations using CDS-ISIS, and how to adapt it for use with Inmagic.
Now out of print but can be borrowed from: International Development and Research Centre (IDRC), PO Box 8500, Ottawa, ON K1G 3H9, Canada or from one of their depository libraries around the world E-mail: pub@idrc.ca Internet: http://www.idrc.ca/books/728.html
Price: US$35.00

DUTTON, Sarah
Beginners guide to the CDS-ISIS formatting language
2001
An introduction to the formatting language in plain language, designed as a training resource to help beginners build up complex formats gradually.
Web location: http://www.datahome.org.uk
Available from: http://www.datahome.org.uk/formatting.htm

Focus on information technology [special topic]
DEVELOPMENT AND COOPERATION No 1. Jan/Feb 97, p 8–17.
Note: A collection of articles focusing on the use of information technology in developing countries.

HOPKINSON, Alan and SIMMONS, Peter (Eds)
CCF/B : the common communication format for factual information
Paris : UNESCO, 1992, 127 p.
The Common Communication Format (CCF) is a standard database format for bibliographic and factual information. The document is aimed at those developing databases.
Available from: UNESCO General Information Programme, UNESCO, 7 place de Fontenoy, 75700 Paris, France E-mail: publishing.promotion@unesco.org

JAMES, Maureen and RYKERT, Liz
From workplace to workspace : using email lists to work together
Ottawa : IDRC, 1998, 68 p.
ISBN: 0 88936 848 1
A straightforward and easy-to-follow guide to help people decide how to set up a mailing list for their group, launch it and keep it active. Divided into three parts, it covers, 'Getting set up', 'Working together', and 'Resources'. Available in full text on the IDRC website in French, Spanish and English.
Web location: http://www.idrc.ca/books/848.html
Available from: ITDG Publications, 103-105 Southampton Row, London WC1B 4HH, UK E-mail: orders@itpubs.org.uk Internet:
http://www.developmentbookshop.co.uk Fax: +44 20 7436 2013
Price: US$15/GB£9.95 plus postage and packing

KIRK, Elizabeth E
Evaluating information found on the Internet
Baltimore, MD : Johns Hopkins University, 2002, 4 p.
Web location: http://www.library.jhu.edu/elp/useit/evaluate
Available from: Sheridan Libraries, Johns Hopkins University Internet:
http://www.library.jhu.edu/home/index3.html
Price: Free

LELAND INITIATIVE and Research and Reference Services (R&RS) Project
Making the Internet connection count : effective use of the Internet in seven steps
Washington DC : USAID, 1998, 115 p.
Takes the reader through a seven-step process to assist in finding the most cost-effective way of connecting to the Internet, and how to make best use of the Internet once connected. Intended for decision makers and staff of NGOs, educational institutions, and government agencies that do not have, or have very limited, access to the Internet. Includes exercise and worksheets adapted from a series of workshops conducted throughout Africa by the Leland Initiative.
Note: This title is also available in French.
Web location: http://www.info.usaid.gov/regions/afr/leland/manual.htm
Available from: USAID Development Experience Clearinghouse, 1611 N Kent Street, #200, Arlington, Virginia 22209, USA E-mail: docorder@dec.cdie.org
Internet: http://www.dec.org/order Fax: +1 703 351 4039
Price: Free

LONDON ADVICE SERVICES ALLIANCE (LASA)
LASA Knowledgebase
A free on-line guide to information technology (IT) for the voluntary sector. Includes guidance on: buying IT equipment, including the latest recommendations for computer specifications; developing databases; using the Internet; and managing IT systems.
Web location: http://www.lasa.org.uk/knowledgebase
Available from: London Advice Services Alliance (LASA), Universal House, 88–94 Wentworth Street, London E1 7SA, UK E-mail: info@lasa.org.uk
Internet: http://www.lasa.org.uk Fax: +44 20 7247 4725

LOWN, Bernard and BUKACHI, Fred and XAVIER, Ramnik
Health information in the developing world
THE LANCET Vol 352 No 175 Supplement II. Oct 98, p SII34–SII38.
Having introduced the issue of the 'information poverty' in many developing
countries and the growing gap between rich and poor at a global level, the article
explores the potential of information technologies to improve access to
information, such as the Internet and low-earth-orbit (LEO) satellites. It provides
the example of urban hospitals in South Africa being unable to gain access to the
information others can receive electronically from the University of
Witwatersrand Health Sciences Library only kilometres away, due to financial
constraints and lack of communications infrastructure. Includes a world map of
Internet usage.
Web location: http://www.bmj.com

MORROW, Katherine (Ed)
Building online communities
Whether the goal is an on-line meeting or the creation of a global network, the
resources listed here aim to help groups: choose the appropriate collaboration
tools, develop facilitation techniques, and plan a strategy for successfully
working together on-line.
Note: ItrainOnline aims to offer a single source on the web containing a selection
of the best and most relevant computer and Internet training resources for
development and social change.
Web location:
http://www.itrainonline.org/itrainonline/english/communication.shtml
Available from: ItrainOnline E-mail: kmorrow@iicd.org
Internet: http://www.itrainonline.org

NATIONAL RESEARCH COUNCIL and Office of International Affairs
Bridge builders : African experiences with information and communication
technology
Washington DC : National Academy Press, 1996, 304 p.
ISBN: 0 309 05483 4
This volume tells sixteen first-person accounts of how information and
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Note: Available in full, on-line, free of charge.
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Price: Free

ROWLEY, Jennifer
The electronic library : fourth edition of computers for libraries
4th ed.
London : Library Association Publishing, 1998, 408 p.
ISBN: 1 85604 149 2
Provides a broad overview of the use of information technology in libraries, including an introduction to the technology, database design, library management systems, and information retrieval from on-line databases, CD-ROMs and the Internet.
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ROWLEY, Jennifer
The basics of information systems : second edition of basics of information technology
2nd ed.
London : Library Association Publishing, 1996, 268 p.
ISBN: 1 85604 136 0
Introduces the basic concepts and terminology of information systems and information technology for the information professional. Includes a look at hardware and software, database structures, communication systems, systems management, and the human aspect of information systems. It uses an active learning structure that includes summaries and review questions, highlighting learning outcomes and points for reflection.
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SCHOUTEN, Ton and OOSTERVEEN, Harry
Streams of Knowledge toolbox : electronic information services
Delft : IRC, 2001, 9 p.
A guide to assist the strategic development of electronic information services.
Note: This document is one section of the Streams of Knowledge Toolbox.
Web location: http://www.streamsofknowledge.net/toolbox6.html
Available from: IRC International Water and Sanitation Centre, PO Box 2869,
2601 CW Delft, The Netherlands E-mail: general@irc.nl Internet:
http://www.irc.nl, http://www.streamsofknowledge.net Fax: +31 15 21 929 39

TSENG, Gwyneth and POULTER, Alan and HIOM, Debra
The library and information professional's guide to the Internet
3rd ed.
London : Library Association Publishing, 2000, 192 p ill.
ISBN: 1 85604 376 2
A comprehensive guide for library and information workers, academics and
students who are new to the Internet, including background to its development
and an explanation of the services and terminology. Those familiar with the
Internet will also benefit from the resource guide to available Internet services
providing leads to electronic conferences and journals, general and subject-based
collections of information, to library databases and information services, and to
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Price: £16.95

UNESCO
A short Internet guide
Paris : UNESCO, [no date], 19 p.
This booklet is intended to give a short introduction to the Internet, giving a few
basic definitions and descriptions of the basic features. Available in full text on
the web at the following Internet address:
http://www.unesco.org/webworld/build_info/guide.pdf
Available from: UNESCO, Information and Informatics Division, 7 Place de
Fontenoy, 75352 Paris 07 SP, France E-mail: a.plathe@unesco.org
Internet: http://www.unesco.org Fax: +33 1 48 68 55 83
Price: Free

**UNITED NATIONS NON-GOVERNMENTAL LIAISON SERVICE (NGLS)
and The Friedrich Erbert Foundation**
*At Ease with Email : A handbook on using electronic mail for NGOs in
developing countries*
2nd ed.
New York : United Nations Non-Governmental Liaison Service (NGLS) : and :
New York : The Friedrich Ebert Foundation, 1998, 129 p.

ISBN: 0 9645188 5 6
Presented in a step-by-step, question-and-answer format explaining the basics of computer communications. Identifies organisations that have a mandate to promote or support computer networking in developing countries and references to further resources in both printed and electronic format. Includes a list of mailing lists and websites of interest to NGOs and a directory of networks in developing countries which can provide access, training and support in electronic communication.
Web location:
http://www.unsystem.org/ngls/documents/publications.en/email/index.htm
Available from: The United Nations Non-Governmental Liaison Service (NGLS), Palais des Nations, CH-1211 Geneva 10, Switzerland, or, Room FF-346, United Nations, New York NY 10017, USA E-mail: ngls@undp.org
Internet: http://www.unsystem.org/ngls
Price: Free

WORLD HEALTH ORGANIZATION. Regional Office for Africa (WHO AFRO)
Micro-CDS/ISIS : training manual (designed for self-instruction) and African index medicus : data entry/procedures manual
Harare : WHO AFRO, 1993, various.
The combined manual provides both learning material on how to use CDS/ISIS, the database structures for the bibliographic and non-bibliographic databases (both based on CCF) linked to the African Index Medicus (AIM) project, and the relevant data entry procedures. A useful tool both for resource centres wishing to participate in the AIM project, and those wanting to follow some form of standard for their databases.
Web location: http://whqlibdoc.who.int/aim/I.pdf
Available from: World Health Organization Regional Office for Africa (WHO AFRO), Cite du Djoue, PO Box 06 Brazzaville, Congo Internet: http://www.afro.who.int
Fax: +47 241 39503 / + 242 8 39503

Section 7: Information services

FAHAMU
Writing for change : an interactive guide to effective writing, writing for science, and writing for advocacy
Oxford : Fahamu : and : Ottawa : International Development Research Centre (IDRC), [2002]
ISBN: 0 88936 932 1
A training resource designed to help those working in the not-for-profit sector improve their writing skills in order to influence, persuade and bring about positive social change. Divided into three sections: Effective Writing: core skills, Writing for Science, and Writing for Advocacy. Effective Writing: core skills helps to develop the skills needed to write clearly and purposefully, organise ideas and express them well. Writing for Science shows how to produce writing for publication in specialist journals. It teaches how to build on the core skills of

effective writing and add further skills that apply to this specialised type of writing. This section gives a better chance of getting published, discusses the ethics of authorship, how to respond to editors and correct proofs. Writing for Advocacy contains a wealth of advice on how to win hearts and minds and how to adapt core writing skills to lobbying or campaigning documents. The section looks at articles, leaflets, newsletters, pamphlets, press releases and posters. Extra features include a resource centre with suggestions for further reading and links to useful websites and resources. Available in English, French and Spanish.
Web location: http://www.fahamu.org.uk/cds/change.html
Available from: Fahamu, Unit 14, Standingford House, Cave Street, Oxford OX4 1BA, UK, or, in South Africa: Fahamu Southern African Regional Office, PO Box 70740, Overport, Durban, KwaZulu Natal 4067, South Africa E-mail: info@fahamu.org Internet: http://www.fahamu.org Fax: +44 1865 203009
Price: Free (website) or £20.00 + £2.00 postage and packing (CD-ROM)

GOOSEN, I (et al)
Adventures in information : a manual of basic information and library science
Windhoek : Gamsberg Macmillan Publishers, 1997, 176 p ill.
ISBN: 99916 0 085 X
A guide for school teachers providing courses in basic information science.
Available from: Gamsberg Macmillan Publishers (Pty) Ltd, PO Box 22830, Windhoek, Namibia E-mail: gmp@iafrica.com.na Fax: +264 61 234830
Price: N$92.00 plus postage and packing

HEALTHLINK WORLDWIDE
Key facts
AIDS ACTION No 40. May 98, p 4.
A concise summary of the main steps involved in the design and production of leaflets. Includes tips on identifying the uses and purposes of a leaflet, commissioning writers, designers or illustrators, and getting leaflets printed.
Web location: http://aidsaction.info/aa/aa40.html#page4

HEALTHLINK WORLDWIDE
How to produce a newsletter
Rev.ed.
London : Healthlink Worldwide, 1998, approx 110p ill.
Practical guidelines on producing a newsletter, ranging form planning, writing, editing and design to mailing list development and evaluation. Originally compiled for Healthlink Worldwide publishing partners.

HEALTHLINK WORLDWIDE
Making clear messages [whole issue]
AIDS ACTION No 40. London : Healthlink Worldwide, Mar–May1998, 16 p.
How to develop materials to support education about sensitive issues around HIV and sexual health. It offers ideas and examples of how some organisations have used different methods, and suggests where to get further information.
Web location: http://aidsaction.info/aa/aa40.html
Price: Free (developing countries) 75p / US$1.00 postage and packing (elsewhere)

NORMAN, Sandy
Copyright in health libraries
3rd ed.
London : Library Association Publishing, 1999, 104 p.
ISBN: 1 85604 323 1
This guide is intended to demystify copyright and so give confidence in dealing with copyright issues to all those working in libraries and information units within the health sector.
Available from: Bookpoint Ltd, Mail Order Department, 130 Milton Park, Abingdon, Oxon OX14 4SB, UK E-mail: facet@bookpoint.co.uk
Internet: http://www.facetpublishing.co.uk Fax: +44 1235 400454
Price: £9.95

NORMAN, Sandy (Ed)
Copyright in voluntary sector libraries
3rd ed.
London : Library Association Publishing, 1999, 96 p.
ISBN: 1 85604 327 4
This guide is intended to demystify copyright and so give confidence to all those working in libraries and information units within the charitable and voluntary sectors, including those who work for organisations that are neither publicly funded nor run for profit.
Available from: Bookpoint Ltd, Mail Order Department, 130Milton Park, Abingdon, Oxon OX14 4SB, UK E-mail: facet@bookpoint.co.uk
Internet: http://www.facetpublishing.co.uk Fax: +44 1235 400454
Price: £9.95

PATRIKIOS, Helga
Getting information to health workers
HEALTH POLICY & PLANNING Vol 4 No 3. Aug 89, p 257–260.
Discusses the information needs of health workers in Zimbabwe, and the development of the Current Health Information Zimbabwe (CHIZ) current awareness bulletin.

WERNER, David and BOWER, Bill
Learning how to use the book 'Where there is no doctor' : part three
[In: Helping health workers learn : a book of methods, aids and ideas for instructors at the village level / WERNER, David BOWER, Bill] 10th printing
Palo Alto : Hesperian Foundation, 1995, p 20-1 to 20-12 and 21-1 to 21-18 ill.
Includes practical advice and exercises on how to use written materials, including using the index, charts and tables.
Note: A print off publication order form is available from the website.
Available from: The Hesperian Foundation, 1919 Addison St - Suite 304, Berkeley CA 94704, USA E-mail: hesperian@hesperian.org Internet: http://www.hesperian.org Fax: +1 510 845 9141
Price: £9.70

WERNER, David and BOWER, Bill
Home made low cost equipment and written materials. Chapter 16
[In: Helping health workers learn : a book of methods, aids and ideas for
instructors at the village level / WERNER, David BOWER, Bill] 10th printing
Palo Alto : Hesperian Foundation, 1995, p 16-1 to 16-20 ill.
Discusses how to prepare and make low-cost materials and equipment.
Note: A print off publication order form is available from the website.
Price: £9.70

Section 8: Making links and promoting the resource centre

Linking people for change [whole issue]
CONTACT No. 157. 1997 Oct–Nov, p 1–20.
This newsletter issue looks at networking and networks, including how networks
work, the advantages and the difficulties, and practical examples from a number
of existing networks.

STARKEY, Paul
Networking for development
London : Intermediate Technology, 1998, 103 p ill.
ISBN: 1 85339 430 0
Provides a comprehensive survey and synthesis of networking issues, including
practical advice for those involved in networks, or who are thinking of establishing one.
It includes practical guidelines and case studies.
Available from: ITDG Publications Ltd, 103–105 Southampton Row, London
WC1B 4HH, UK E-mail: orders@itpubs.org.uk
Internet: http://www.developmentbookshop.co.uk Fax: +44 20 7436 2013
Price: £9.95

Section 9: Monitoring and evaluation

CORREA, Antoinette (et al)
*Rural information provision in developing countries : measuring performance
and impact*
Paris : UNESCO, 1997, 118 p.
Looks at the role and history of evaluating the impact of rural information
services. It includes details of impact indicators, methods of calculation, and how
to use the results to improve the resource centre and its services.
Note: Available to download in rich text format from the UNESCO site.
Web location: http://www.unesco.org/webworld/highlights/rural_250399.html
Available from: UNESCO, General Information Programme (PGI), 1 Rue
Miollis, 75732 Paris, Cedex 15, France Internet: http://www.unesco.org

KARANJA, Beth
Streams of Knowledge toolbox : impact assessment
Delft : Netherlands, 2001, 19 p.
Provides a participatory guide that presents a strategy on assessing the impact of

resource centre products and services. This guide is meant for resource centres which are reasonably well established and deliver a number of products and services.
Web location: http://www.irc.nl/pdf/stream/toolbox11.pdf
Available from: IRC International Water and Sanitation Centre, PO Box 2869, 2601 CW Delft, The Netherlands E-mail: general@irc.nl Internet: http://www.irc.nl, http://www.streamsofknowledge.net Fax: +31 15 21 929 39

ORMONDE, Geraldine
Some points on the evaluation of information centres
IDOC BULLETIN No. 7. 1983, p 7–10.
This article provides a practical look at the evaluation of information centres in relation to their benefits, effectiveness and efficiency. It includes areas to be covered by an evaluation and questions to be asked.

VAN DER EYKEN, Willem
Managing evaluation
(Evaluating Ourselves series.)
London : Charities Evaluation Services, 1993, 39 p ill.
ISBN: 1 897963 01 7
Clear, concise guide on how to get the best out of an evaluation, including reasons to evaluate, the decision-making process, and what to do after the report is written.
Available from: Charities Evaluation Service, 1 Motley Avenue, Christina Street, London EC2A 4SU, UK E-mail: enquiries@ces-vol.org.uk
Price: £6.50