



GUIDELINES ON INFORMATION LITERACY FOR LIFELONG LEARNING*

Final draft

By

Jesús Lau

Chair, Information Literacy Section / IFLA

jlau@uv.mx / www.jesuslau.com

Universidad Veracruzana / DGB / USBI VER

www.uv.mx/usbi_ver

Boca del Río, Veracruz, México

Revised July 39, 2006

Abstract

The International Guidelines on Information Literacy have been compiled by the Information Literacy Section (InfoLit) of the International Federation of Library Associations and Institutions (IFLA) with the aim of providing a pragmatic framework for those professionals who need or are interested in starting an information literacy program. The guidelines will aid information professionals engaged in educational programs, i.e., basic and higher education, in their efforts to meet their current information needs. However, most of the concepts, principles and procedures can be applied with minimal adaptation to any library setting. Information professionals working in all types of libraries should have as one of their main institutional goals the facilitation of users' efforts to acquire information competencies. Information skills are vital to the success of lifelong learning, employment, and daily interpersonal communication of any citizen, such as when a person needs information about health services for someone in his/her care, or a student requires specific information to complete an assessment.

*Please see the acknowledgements section.

Carol Elliott (USA) contributed the editing of the document

Table of Contents

Acknowledgments	3
Introduction	4
1. Information Literacy Concepts	6
2. Information Literacy and Lifelong Learning	12
3 International Standards	16
4. Institutional Commitment	20
5. Action Plan	23
6. Learning/Instruction Management	27
7. Personnel Development	32
8. Learning Theories	35
9. Learning Assessment	42
10. Glossary	48
11. Bibliography	51
12. Index	59

