Education for Library Professionals in Romania

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Abstract.

In the context of the extraordinary development of NTIC, the mission of the libraries changes radically, and the roles of the librarians become of critical importance for a healthy development in all domains. As the quality of services provided by the libraries and the level of professional knowledge of the librarians are strictly related, education for information professionals has to be reconsidered.

This paper intends to give a general overview of education for librarians in Romania. It begins by describing the evolution of initial education in information sciences, with an emphasis on how this influenced the current situation concerning the level of qualification of Romanian librarians. The spectacular transformations that the NTIC brought in Romanian libraries are briefly presented. This changes are reflected in all forms of education that are available in the field of library science, as continuing education represents a solution for the severe lack of highly trained personnel in all types of libraries in Romania. The need for proper qualified librarians becomes a priority, now that librarians have to deal with all the fast changes that technology brings in all fields of knowledge.

The case of "Carol I" Central University Library of Bucharest is described, in terms of personnel qualification, professional development and opportunities for career advancement.

General context

The time we live in is a time of great changes. Everyday we can see the effects of the rapid and continuous development in the IT&C field, as we are no longer part of a society based on production of physical goods, we are part of the global information society. As the emphasis shifts on information production and exchange, spectacular changes are brought in the economic field, in the political environment, having a significant influence on the affective and cognitive level of society members.

NTIC have brought us endless possibilities of producing and disseminating information, these resulting in a very rich and heterogeneous informational universe. The extraordinary growth of means and channels for production and dissemination of information brings important changes in communication patterns and also in human behaviour. In all times, libraries were confronted with challenges coming from the changing socio-cultural environment. The new global environment will have a powerful impact on libraries, in all levels – NTIC has changed collections (both in terms of production and access), but, more important, has changed expectations of library users. As it is more and more difficult to "navigate" in the huge quantity of available information, the focus moves from quantity towards quality. In our days, the citizen of the information society expects to have access to all type of information, 24 hours per day, 7 days per week. In order to survive, libraries must change, adapting to the increasingly diverse needs of the public.

Librarians have always provided help in orientation of users for a better understanding of information. Usually, this type of assistance was in a very strict relation with a specific collection, and mostly with traditional printed documents. In the new context, libraries are changing - they start to see the importance of the new media, the advantages of NTIC and the impact these have on users.

The librarians are no longer the „guardians" that must keep the book safe, conserving it for as long as it is possible. Today's librarian is not only mediating the relationship between the users and the needed information – he must be an active and effective educator, able to provide the user with the possibility to achieve information literacy, or to improve his abilities in finding, retrieving, analysing, and putting information to work. In order to be a good „guide" for the user in the overwhelming informational offer, librarians must gain new competencies and abilities. The „new librarian" must be able to identify, access, organise, interpret and evaluate knowledge and information, in all forms and formats; he is a very experienced and trained communicator who easily identifies and is able to efficiently meet the information needs of the users. Additionally, he is able to fulfil his educational role in an active manner, adapted to the present shift from teaching to learning. Thus, he must become familiar with a wide range of teaching and learning methods, be flexible and intuitive and choose the best solution in each particular situation. We should not forget about IT-related skills, and the ability to transfer IT knowledge towards users. If we add personal

qualities, such as positive attitude, assertiveness and high motivation, and we have a super-hero!

As the world moves towards life-long learning, as teachers are no longer „Gods" but „friendly advisors", the librarians become important actors in the contemporary educational process. The passive attitudes are no longer acceptable, the professional competence of the librarian becomes critical in order to achieve success.

Romanian context

The transition to the Information Society is stated as a strategic objective by the Romanian Government for 2004 – 2008, as it is one of the critical conditions for Romania's successful integration in the European Union[1].

The evolution is visible if we take a glace at statistical data regarding ICT sectors (fixed or mobile telecommunication, computer usage and rate of internet penetration). We can observe a significant growth over the last few years - we have a competitive environment for fixed-line operators, mobile telecommunication operators and Internet providers (425 companies are authorised to provide data transmission and 475 are authorised to provide Internet access[2]). Recent figures show positive values for the rate of penetration and usage of the Internet: **4,940,000** Internet users (from a **21,266,679** total population); **23.4%** is the rate of Internet penetration, Internet usage **27.7%.** The percentage of user growth over 2000-2007 period is **517.5% (Annex 1 - Internet Usage in Europe)**.

In Romania, the library system consists of 12,456 administrative units and 80 branches – 4 national libraries (Romanian Academy Library, The National Library, National Library of Education "I. C. Petrescu" and the National Military Library), 106 higher education libraries (including the 4 central university libraries in Bucharest, Cluj-Napoca, Iasi and Timisoara), 846 specialized libraries of public institutions and economic agents, 42 county libraries (including the Metropolitan Library, Bucharest), 264 municipality and town libraries, 2,608 commune libraries and 8,586 school libraries[3].
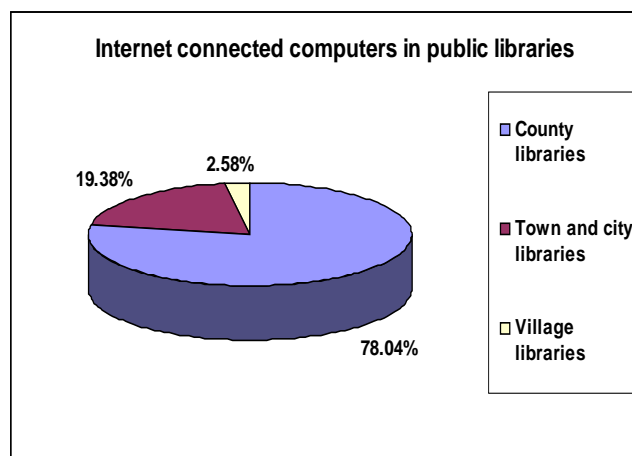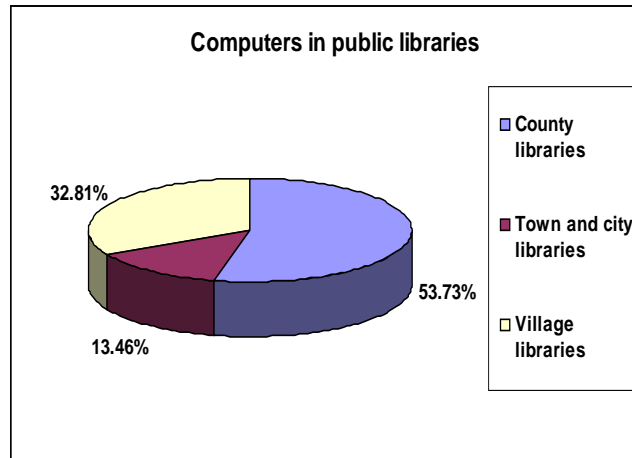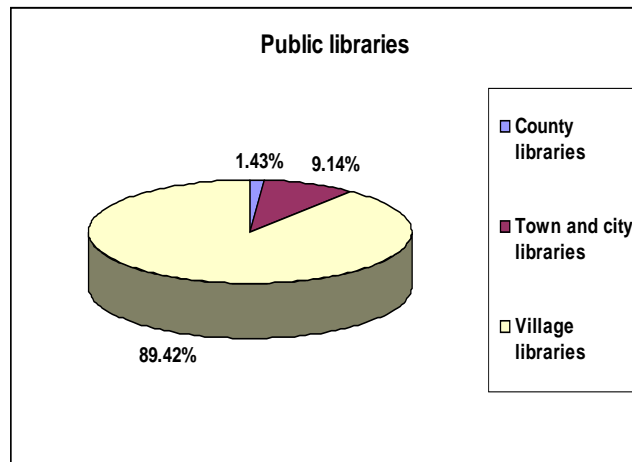
The Romanian library system is also in process of change. The level of NTIC usage is very heterogeneous, depending on the geographical area and on the type of library. As is it expected, in the urban area computers and connectivity

[1] *Mission of the Ministry of Communications and Information Technology /* MCTI, http://www.mcti.ro/index.php?id=14&L=1

2 *Situatia comunicatiilor electronice din Romania,* http://www.riti-internews.ro/ro/itcromania.html

3 *În biblioteci, cu 25,1% mai multe volume în 2005 faţă de 2004.* In: **Atheneum: revista de cultura a romanilor din Canada**, http://www.atheneum.ca/modules/news/article.php?storyid=176

are quite widespread; the same contrast is visible in the case of education libraries – university libraries and school libraries in the urban area are much more evolved from a technological point of view than rural or small town school libraries. A survey realised by the National Association for Public Libraries shows that a total of 2865 public libraries, offers 765 computers for users, only 387 being connected to the Internet. This means that 53.73% of computers are in the 41 county libraries (that represent only 1.43% of the total number of public libraries).

Public libraries

1.43% 9.14%

89.42%

- County libraries
- Town and city libraries
- Village libraries

Computers in public libraries

32.81%

53.73%

13.46%

- County libraries
- Town and city libraries
- Village libraries

Internet connected computers in public libraries

19.38% 2.58%

78.04%

- County libraries
- Town and city libraries
- Village libraries

In such a heterogeneous environment, of course we have a big variety of qualification levels. The working environment is heterogeneous, and the payment differs from very much from case to case, depending on the type of library (in the public libraries system there are 5,639 librarians, with salaries comprised between 140 and 300 EUR[4]). For example, in tertiary education libraries, in 2000, the number of employees trained on the job is 529 (36% from total of employees) and number of employees holding a diploma (not necessary in librarianship) is 930. This situation is closely related with the evolution of professional education for librarianship in Romania, as we will discuss further.

UNESCO Statistics for Romanian Libraries[5]

Type of library	Year	Administrative Units	Service Points	Collections. Books: Number of Volumes	Registered users	Library employees. Holding a diploma	Library employees. Trained on the job
Tertiary education libraries	1996	75	439	21,276,141	366,238	1,332	144
	2000	91	97	23,061,928	643,205	930	529
Public libraries	1996	2,936	3,221	49,489,384	2,118,345	4,374	520
	1997	2,953	3,246	50,493,040	1,994,240	4,433	581
	1999	2,919	...	48,895,000	2,142,000	4,504	...
National libraries	1995	2	51	18,860,000	317,920	520	207
	1996	5	48	18,558,791	702,308	501	441
	1997	5	48	18,477,382	701,655	478	435
	1998	2	...	...	...	243	109
	1999	3	52	19,035,006	76,636	532	154

Education for librarians in Romania

Formal education for librarians aroused in the world in the 19th century, as a response to the development of the big libraries, complex in activities, in need of qualified staff. The same reason led to the establishment of a formal framework for librarianship education in Romania, in the 20th century.

The first step was taken by the Superior School for Archivists and Palaeography, which started its functioning in 1925, in Bucharest – the institution was preparing specialists for the State Archives, and had a distinct department dedicated to library science. In the same period, another department that was preparing professionals for libraries in Romania was functioning within the

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[4] *„Lege fara dinti" pentru Biblioteca Metropolitana*. In: **Săptămâna Financiara**, nr. 95, ianuarie 2007, http://www.sfin.ro/articol_7573/_lege_fara_dinti__pentru_biblioteca_metropolitana.html
[5] *Culture & Communications: Statistics* / UNESCO Institute for Statistics, http://www.uis.unesco.org/ev.php?URL_ID=5208&URL_DO=DO_TOPIC&URL_SECTION=201

Romanian Social Institute. In the field of library science, the first university degrees were achieved in 1932, in Bucharest and Cluj.

During the communist regime, the education for librarians diversified, but the lack of valuable teachers turned into a real problem, as it was common practice to marginalize great personalities on ideological criteria.

Starting with 1953, university level education for librarianship functioned in the University of Bucharest, Philological Faculty, until 1958, when the department was dissolved, and library science classes were taught as facultative courses (until 1990). In 1944 – 1963 there was a library science specialisation within the Technical School for Cultural Activists. In 1963 a 3-year form of specialisation was established within the Pedagogical Institute, which functioned till 1970. Post-high school specialisation (2 years) was also available during 1957 – 1974.

Formal university education in the field of library science in Romania was re-established in 1990, and 6 of the Romanian university centres set up departments of Library and Information Science.

The absence of formal education in librarianship had a tremendous impact both on the quality of professionals in the field (of course, with a bad influence in the educational process, in general) and in the professional statute of librarians in Romania, thus making the profession unattractive for competent young people.

Other important issues to discuss are the content of the curricula and the quality of the teaching. Quite often the disciplines taught in the library science departments differ from centre to centre, and sometimes are not even related to library profession. More than that, the teachers have often a strong practical background in library work, but not such a strong theoretical preparation and scientifical activity. These leads to a very variable level of qualification of graduates from librarianship departments.

There have been efforts to regulate the curricula coming from the different entities providing university education in librarianship. In 2003, the National Council of Education Libraries organized a reunion with representatives of all types of education libraries. As the curricula were analysed, a framework-plan was established, indicating the compulsory disciplines to be taught in the specialised education for library science. The plan was transmitted by the Ministry of Education and Research to all collegiums and faculties in the field, as a core-structure for developing curricula. At that time, there were 4 librarianship departments, functioning within universities of Bucharest, Cluj-Napoca, Timisoara and Oradea, 4 colleges functioning within universities in Bucharest, Brasov, Sibiu and Targoviste and two post - high schools, in Suceava and Calarasi.

The Bologna Convention produced modifications in the library science education in Romania. In present, there are 6 university centres offering bachellor degrees in library science (Bucharest, Cluj-Napoca, Timisoara, Brasov,

Sibiu and Suceava). The University of Bucharest offers master courses and doctorate programs in information and documentation sciences. For librarians with no professional qualifications in library science there is the posibility of enrolling in post-university studies (lasting for 1 year) in Bucharest, Cluj-Napoca, Timisoara and Brasov (organised by the library science departments in the universities) or post - high school courses in Bucharest and Cluj-Napoca. In Brasov and Sibiu there is the possibility of distance learning in library science.

By the end of 2005, there were 782 graduates from 4-year education and 1030 graduates from 3-year education. There are 53 master-degree young specialists; from post-university courses 388 librarians were graduated and from post - high school education 721. The figure totals around 3000 specialists, graduated from Romanian library science education institutions.

Most of the universities give their students and professors the possibility to participate in international exchange with creditable universities in Europe within the ERASMUS/SOCRATES programs or on the basis of bilateral agreements between the institutions. In the case of Library Science Department in Bucharest, there have been such agreements with universities from Denmark (Royal School of Librarianship, Aalborg branch), United Kingdom (Newcastle University), France („Michel de Montaigne" University, Bordeaux) and other countries.

As the figures look quite good, the real situation is not as positive as you may think – according to the „Report regarding the status of university libraries – 30th of June 2005" elaborated by the National Council for Education Libraries, in the 56 state universities libraries in Romania there were only 412 librarians that graduated from Romanian library schools. The reasons that push graduates away from working in the libraries are both subjective and objective: if a young competent graduate decides to enrol his skills and energy in the domain he or she studied, and ignore the low salaries and the old-fashioned, sometimes very hierarchised organisational structure, he/she will have to face the negative attitudes of older colleagues (that sometimes do not have a library science degree, and feel threatened in the presence of new qualified employees), or even by conservative superiors.

Another aspect to be taken into consideration is the difficulties one might have to overcome in the carrier advancement – the possibilities are not that many as in other professions, and it needs a lot of time (and effort) to keep a high level of work, in the given conditions - underpayment, insufficient funds for the institution, in general, low social recognition of the professional statute of librarians.

So, we have to add another requirement to the „perfect librarian's profile", especially relevant in the Romanian context – the ability to auto motivate oneself, which is realistic only in the case of the ones who really enjoy their work, everyday. If one doesn't get satisfaction from small, everyday tasks he/she successfully fulfils, there will be no training or continuing education method, no

means of external motivation convincing enough to make one engage totally in the effort of bringing profession and librarian statute at higher levels.

As we stated before, the levels of qualification and competences of librarians in Romania are quite unequal, due to subjective reasons (low motivation, people not suitable for the job) or objective reasons (no formal qualification; heterogeneity in former curricula of formal qualifications). Continuing education, in all forms, represents a solution for outrun this problem.

On the other hand, the pressure form patrons increases, and libraries have to face the challenge by developing new adequate services that satisfy user's needs. The new services are mostly based on NTIC, so the continuing education and life-long learning becomes a critical issue for library professionals. All researchers in the domain have acknowledged the need for continuing education, and the common conclusion that they reached is the strong need to put together a coherent system for continuing education. For achieving this important goal, collaboration and common policies of all actors involved (libraries of all types, professional organizations, library science departments in the universities, governmental bodies) is a must!

The continuing education programs for library workers in Romania are mostly provided in present by the big libraries or professional associations. Until recently, there were several professional associations, each representing interests of a certain type of library: The Association of Education Libraries – Romania (ABIR), The National Association of Public Libraries in Romania (ANBPR), The Association of Librarians and Documentarists in Bucharest (ABIDOR) and The Association of Librarians in the National Library of Romania (ABBNR). The need of cooperation and the common interests of the organisation led to the Federation of Associations of Libraries in Romania (FABR). The organisms that were most active in the field of professional development are ABIR and ANBPR.

The Association of Education Librarians – Romania (ABIR), as the professional and scientific organization of libraries and librarians of educational system of Romania, has dedicated its activities to "setting up and developing professional relations between libraries and librarians in the educational system, promoting the professional interests of libraries and librarians, studying the main scientific, technical and organizational issues that the educational libraries and their staff are facing, representing the educational libraries in professional relations with national and internationals bodies and collaboration with the Ministry of Education and Research and other ministries in elaborating the librarian's statute, the organizational rules and regulations for different types of libraries and other legal documents"[6]. ABIR elaborated programs and organised courses for librarians and information science specialists, had an important contribution in elaborating the framework programs for basic formation in

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[6] *ABIR Statute* / ABIR, http://router2.bcut.ro/abir/

librarianship and information science, together with Ministry of Education and Research and higher education institutions. Once a year, ABIR organised a national conference, acknowledged as the main professional event in the field of library science. It also organised other professional scientific meetings (congresses, conferences, symposiums, workshops), on specific thematics for the library specialists. The association initiated international professional exchange and participated in international reunions. It also had an important role in the elaboration and publishing of professional publications (manuals, methodologies, work instruments, serials etc.)

ANBPR, The National Association of Public Libraries in Romania, is the oldest and largest library association in Romania, with more than 2,500 members. Its main mission is to promote specific library and information services by increasing their quality and to ensure the public access to information. One of the major ANBPR objectives is to promote the professional development of specialists in library science. ANBPR organises national conferences that are rich in professional information and help public librarians keep up to date. It also is very active in elaborating and publishing professional publications, standards and best-practice guides.

Both organisations have provided their members different forms of professional education. Tough the initiative is a great one, there's much work to do when it comes to the content to be taught, and manner of teaching – Dr. Ion Stoica (one of the proheminent present personalities of the domain) stated once that the present forms of continuing education have an redundant content and are not focused on the new realities of the domain, as the regulations regarding permanent education in the information and documentation area are imprecise, pauper and do not cover all specialisation fields[7].

On the 19th of March, the present year, a new national association has been established: The Association of Librarians of Romania (ABR) is intends to be the professional and scientifical organisation of libraries and librarians in Romania. As main objectives, ABR aims at:

- Promoting professional and scientifical interests of libraries and librarians in Romania

- Developing professional relationships between libraries and librarians in Romania

- Study main scientifical, technical and organisational issues regarding libraries and library staff

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[7] Ion Stoica, *Profesiile informării documentare şi educaţia permanentã.* Paper presented in the international workshop "**Educaţia continuã a personalului de specialitate în marile biblioteci**" (Continuing education of specialised personnel in big libraries), Bucureşti, 14 decembrie 2001

- Representing Romanian libraries in professional relations with national institutions and organisation in Romania and abroad.

In its statute, ABR specifies that it promotes theoretical and practical development of librarianship and information sciences, elaborates programs and organizes courses for professional development, for all categories of librarians and other specialists in information sciences, organizes scientific reunions (congresses, conferences, symposiums, workshops), experience exchanges, documentation stages, etc. ABR collaborates with the Ministry of Education and research and other education institutions for setting up the framework-programs for initial education in library science, with the Ministry of Culture and Religious Affairs and other structures that organizes programs for continuing education of librarians[8].

Romanian librarians must improve their competences of knowledge organization, information retrieval, and adapt to the new informational environment. They must become skilled educators and team-workers. They have to actively take part in the professional information exchange, making good use of the new opportunities – e-mail discussion lists, forums, bloggs etc. The continuing education providers must take into consideration the real needs of the librarians, and give up the obsolete approaches that proved to be non-productive.

Continuing education for librarians in Romania – the case of „Carol I" Central University Library

"Carol I" Central University Library of Bucharest is one of the most important university libraries in Romania. Its new modern headquarters had been constructed in concordance with the newest standards in library buildings and it benefits from the most modern endowments, in order to provide a wide range of services to a wide variety of users. These services are permanently adapted to user's needs. It all started in 1891, when, at the initiative of King Carol I, the University Foundation" was established, and in 1895 the library building was opened. After the instauration of the communist regime, the Library of the University Foundation became the Central University Library, with subsidiary libraries in the faculties of University of Bucharest. In 1989, a catastrophic fire that took place during the anticommunist revolution, leading to the destruction of the library building and the disappearance of more than 500.000 volumes.

The new building of the main unit was opened for the public in November 2001: over 700.000 documents, 7 reading rooms with a capacity of 391 seats; average flow – 1000 users / day. The building is mentioned in the book „New library buildings of the world" (**Shanghai, 2003)** as being one of the 100 most beautiful libraries.

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[8] *ABR Statute* / ABR, http://proiectabr.wordpress.com/tag/statut/

At present, the library consists of a main unit, with an encyclopaedic character, and 15 subsidiary libraries, with specialized collections, functioning within the faculties of the University of Bucharest

After 1990, the automation of the library was one of the top-priorities in order to achieve a unitary structure, user-oriented and suitable for an information-rich environment. Its main purpose was to provide modern techniques for information processing and exchange, according to international standards, in order to provide exhaustive and efficient solutions to satisfy students', professors' and researchers' complex information requests, and to provide the necessary documentation support for the learning process. It is also opened to other categories of public, thus it provides non-discriminating access to information.

"Carol I" Central University Library of Bucharest evolved towards a hybrid structure, which combines traditional and electronic services, and operates with NTIC-based instruments and access methods. The library provides a wide range of services for its users: online access to catalogue for the main unit and branches, bibliographic research and access to documents, orientation guides and permanent assistance for users in the library, references by e-mail, access to commercial data-bases, access to e-journals and document delivery. Although in the beginning were dominated by humanities domains, today the library collections cover all fields of human knowledge.

The priorities for the next stage in the evolving of "Carol I" Central University Library are: developing IT&C based services, providing increased access to commercial databases and electronic publications, organizing the electronic information and providing professional assistance in retrieving this type of information.

To achieve its objectives the library needs highly qualified personnel. The library has constantly been preoccupied to provide its staff the proper professional training, in order to respond to patrons' needs. From a personnel perspective, the library consists of 328 people: 283 specialised employees (librarians, editors, administrators, restaurateurs, operators etc), 4 administrative staff and 41 service employees.

"Carol I" Central University Libraries is very active in organising courses, symposiums, workshops and lectures, conferences and seminars on different interesting subjects, for all levels of employees. The institution is authorised to organise initiating courses in library science for employees with no previous qualification in librarianship, from inside or outside the library.

The main responsible for organising initial and continuing education forms in the institution is the Human Resources and Professional Development Compartment. Its main role is to provide continuing professional education of staff by setting up the framework and by finding the most adequate solutions and resources. Its permanent objectives are to identify the general and particular

professional subjects of interest for library personnel (taking into account both managerial suggestions and staff's requests), finding the most efficient solutions for preparing personnel, from the educational point of view, for the new challenges that the library is confronted with. The compartment sets up an annual plan, taking into account the general strategy of the institution and new information coming from the coordinators of different library departments.

For 2006, the professional development plan comprised themes of interest, suggested by the library departments:

- 10 lectures on specific library programs and procedures, necessary for efficient work-flow in the library – lecturers were trained persons from the library staff (coordinators of library departments)

- 4 seminars on Professional Ethics and Deontology

- 4 lectures on Bibliophile and Preservation - with a special emphasis on current practice and perspectives in digitisation of rare documents

- 6 presentations of recent programs developed in Romania (NUSIDOC, RAMEAU) from both theoretical and practical perspectives

- 2 workshops on marketing of library services, in collaboration with Goethe Institute

- IT related lectures, at the request of personnel

- Presentations and practical training of commercial data bases that the library provides access to (ProQuest, EBSCO, Elsevier, Springer), in the main unit and all branches

- Workshops and lectures on other "hot" topics (changes in library law and public acquisition law, statistics, user studies etc)

For initial education, the compartment organised two sessions of courses, with a total of 48 participants (12 higher education and 36 medium education graduates), each consisting of 22 lectures, given by specialised staff within the library.

"Carol I" Central University Library supports professional development by offering financial support for education of personnel, within the framework of the current legislation.

In 2006 the financial support for professional education totalised 17,320 RON (approximately 5,250) plus expenses for official trips of 59 librarians (study visits to libraries in the country and abroad, professional meetings and conference attending).

2006 was spectacular from the perspective of career advancement, 161 of the total 283 specialized employees were promoted. This high percentage of promotions, 56.9%, was possible due to a good communication with the coordinating ministry (Ministry of Education and Research).

The figures showing scientific contributions and participation in professional events are also high for the past year:

- 29 employees participating in national professional events outside the library, 18 of them presented papers;

- 8 employees participating in international professional events, 4 of them presented papers;

- 8 contributions of employees to the professional field by publishing, 3 of the contributions were published in international scientific journals.

Conclusions

This paper intended to give a general overview of education for librarians in Romania, by describing the evolution of initial education in information sciences, with an emphasis on how this influenced the current situation concerning the level of qualification of Romanian librarians.

The transformations that the NTIC brought in Romanian libraries are spectacular, and must be reflected in all forms of education that is available in the field of library science. There is a long way to achieve excellence, but the first steps have been taken already in that direction. Modern libraries must focus their activities on serving users' needs, and on providing quality services. These goals are impossible to achieve unless personnel is highly qualified and motivated. Continuing education, together with a real reform of the university curricula represents solution for the lack of properly trained personnel in all types of libraries in Romania. In all forms of education for librarianship, there is a strong need to diminish descriptivism and redundancy and aim at true, modern, development.

NTIC provide low cost solutions and means to help librarians have to deal with the new information reality: electronic publishing, professional mailing lists, professional forums and blogs, all these new opportunities have to be taken into account and put to work.

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ANNEX 1 - Internet Usage in Europe

Internet Usage in Europe[9]					
EUROPE	**Population (2007 Est.)**	**Internet Users, Latest Data**	**% Population (Penetration)**	**% Users Europe**	**Usage Growth (2000-2007)**
Austria	8,213,947	**4,650,000**	56.6 %	1.8 %	121.4 %
Belgium	10,516,112	**5,100,000**	48.5 %	2.0 %	155.0 %
Bulgaria	7,673,215	**2,200,000**	28.7 %	12.3 %	411.6 %
Cyprus	971,391	**326,000**	33.6 %	0.1 %	171.7 %
Czech Republic	10,209,643	**5,100,000**	50.0 %	2.0 %	410.0 %
Denmark	5,438,698	**3,762,500**	69.2 %	1.5 %	92.9 %
Estonia	1,332,987	**690,000**	51.8 %	0.3 %	88.2 %
Finland	5,275,491	**3,286,000**	62.3 %	1.3 %	70.5 %
France	61,350,009	**30,837,595**	50.3 %	12.2 %	262.8 %
Germany	82,509,367	**50,471,212**	61.2 %	20.0 %	110.3 %
Greece	11,338,624	**3,800,000**	33.5 %	1.5 %	280.0 %
Hungary	10,037,768	**3,050,000**	30.4 %	1.2 %	326.6 %
Ireland	4,104,354	**2,060,000**	50.2 %	0.8 %	162.8 %
Italy	59,546,696	**30,763,940**	51.7 %	12.2 %	133.1 %
Latvia	2,279,366	**1,030,000**	45.2 %	0.4 %	586.7 %
Lithuania	3,403,871	**1,221,700**	35.9 %	0.5 %	443.0 %
Luxembourg	463,273	**315,000**	68.0 %	0.1 %	215.0 %
Malta	386,007	**127,200**	33.0 %	0.1 %	218.0 %
Netherlands	16,447,682	**12,060,000**	73.3 %	4.8 %	209.2 %
Poland	38,109,499	**11,400,000**	29.9 %	4.5 %	307.1 %
Portugal	10,539,564	**7,782,760**	73.8 %	3.1 %	211.3 %
Romania	**21,154,226**	**4,940,000**	**23.4 %**	**27.7 %**	**517.5 %**

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[9] http://www.internetworldstats.com/stats4.htm#europe

Slovakia	5,379,455	**2,500,000**	46.5 %	1.0 %	284.6 %
Slovenia	1,962,856	**1,090,000**	55.5 %	0.4 %	263.3 %
Spain	45,003,663	**19,765,032**	43.9 %	7.8 %	266.8 %
Sweden	9,107,795	**6,890,000**	75.6 %	2.7 %	70.2 %
United Kingdom	60,363,602	**37,600,000**	62.3 %	14.9 %	144.2 %
TOTAL Europe	**809,624,686**	**314,792,225**	**38.9 %**	**100.0 %**	**199.5 %**