

A message from the Section Chair

Ivanka Stricevic

The Chair of the Section. University of Zadar, LIS Department. Zadar, Croatia

Dear Colleagues!

I wish you all the very best of good times in 2009!

In the year ahead of us we are looking forward to news from IFLA, new activities and projects of the Section and interesting conference programs. This Spring IFLA will launch a new web site and in August 2009, as a result of years-long evaluation of section's and divisions' work, the structure of its professional bodies will be changed. The number of IFLA Divisions is decreasing (from the current 8 to 4) and they are undergoing a name change. That means that sections will not belong to the same divisions any more. Literacy and Reading Section is moving from Division VII (Education and Research) to Division III (Library Services). We believe that the new structure will be effective on operational level and enable successful collaboration of IFLA bodies and facilitate more dynamic professional activities.

At the same time, Section is facing dynamic work on the joint project with the following partners: International Reading Association and International Board on Books for Young People. Development of joint database about/of reading promotion projects and programmes around the world is underway. Everybody can contribute to development of this



online database because the goal is to share information about successful programmes and gain new ideas about literacy and reading promotion.

In line with its mission Literacy and Reading Section will in particular focus on collecting good practice examples in literacy and reading stimulation and promotion in libraries. Your contribution is highly appreciated. We believe that our conferences will contribute to the sharing of good practice as well, in particular the pre-conference „Raising a Nation of Readers: Libraries as Partners in National Reading Projects and Programmes“ to be organised with Libraries for Children and Young Adults Section and held in Rome (August 19-20, 2009), and the joint session with Information Literacy Section „Libraries Promoting Twenty-First Century Literacies“ to be held at the WLIC in Milan. Those are some of the reasons to stay connected.

Share your ideas and experiences with us, be a part of a network, advocate for a literate society and a role of libraries and librarians in its creation and development, keep visiting our web site to stay informed, join us at the conferences and get actively involved in raising a nation of readers.

Frankfurt Book Fair Literacy Campaign

By Imke Behr

Library and Documentation Centre, UNESCO Institute for Lifelong Learning, UIL Germany

Initiated in October 2006 under the patronage of the Indian author and former UN-Undersecretary Shashi Tharoor with the UNESCO Institute for Lifelong Learning, UIL, as a cooperating partner the third Frankfurt Book Fair Literacy Campaign (LitCam) focussing on “Literacy and Integration – Languages as a Key to the Intercultural Dialogue” took place on 14 and 15 October 2008.

An international panel discussion on “Languages and Intercultural Dialogue” involving top class persons like Jacques De Decker, author and member of the “Group of Intellectuals for Intercultural Dialogue”, Shashi Tharoor, Patron, LitCam, Leonard Orban, EU Commissioner for Multilingualism and Adama Ouane, Director, UNESCO Institute for Lifelong Learning. Dr. Cigdem Kagitcibasi of University of Koc, Turkey, this year’s thematic focus country of the Book Fair, gave the keynote speech. The panelists discussed the document published by the “Group of Intellectuals...” entitled “A Rewarding Challenge: How the Multiplicity of Languages Could Strengthen Europe”, emphasizing the importance of literacy in the context of society, integration and intercultural exchange.

The document can be downloaded in 22 EU official languages on the European Commission’s website:

http://ec.europa.eu/education/languages/eu-language-policy/doc126_en.htm.



Shashi Tharoor, patron LitCam, author and former Under-Generalsecretary United Nations

Workshops were held on “Family literacy”, “LACE — The Intercultural Competences Developed in Compulsory Foreign Languages Education in the European Union”, “Media literacy“ and “Bilingual books for children and literacy”. Best practices literacy and basic education projects were presented from various regions and countries like Burkina Faso, the “Tin Tua” programme, Germany, the Federal Office for Migration and Refugees, Turkey, Mother Child Education Foundation/AÇEV and United States National Center for Family Literacy.

The programme also included presentations by learners and an exhibition of various international organizations working in the literacy and basic education area which was open throughout the Book Fair.

This year’s LitCam was a successful event with approx. 100 participants. More organizations involved in literacy and more publishers attended panel discussions and workshops. It remains to be seen whether the Book Fair will continue with this initiative, but for now the perspectives seem encouraging.



Adama Ouane, Director UNESCO Institute for Lifelong Learning

Literacy and Reading Fair

Report from IFLA Express No. 5, August 12



This was held on Monday 11 August in a room set with round tables to allow different groups to give presentations of the projects. Comments included 'it looks like a party', 'mayhem', 'anarchy'.

Among the moving testimonies, was that of Patricia Aldana of IBBY. After disasters, such as the tsunami in East Asia and the landslides of Venezuela, volunteers would take books and read, wherever they could, to people who had nothing left. More and more people would come each evening. The emotions released by the books and the stories helped children and adults to heal.

In Senegal, much is achieved with small budgets. Classes can have 60 or 90 students. The teachers haven't time to look after the weaker students. Volunteers take a group of these weak students, out one big book on the ground and let the children look at the pictures and discuss them in their own language. Later the animator reads the story in French. After only 3 sessions the students have much more confidence and start to speak in French. The teachers are stunned by the children's increase in self-confidence and change in attitude.

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category. The figure of 42% was used for Canada later.

There were beautiful children's books with African themes for sale at a table sponsored by Osu Children's Library Fund.

Quick quotes:

'You should leave with at least one idea for your library'

On publicising: 'it has to look good on TV. Look at politicians'

'We had a wake up call. We haven't been to sleep since' SilkAir of Singapore offers its passengers 'coffee, tea or a book'

'The work (for literacy) is joyful'

At the end, some library and information students were asked their reactions. One said he was inspired. One quoted the National Librarian of Canada – 'it's important to keep up the passion'.

Last quote: 'the energy in the room is as high at 12.30 as it was at 8.30'.

Project “Pro Reading”:

A reading promotion project for Library and Information Science students

Lic. Majela Guzmán

Department of Library and Information Science

Faculty of Communication

University of Havana

Introduction

Reading is a central subject in today’s social debates, and the target of researchers, writers, and teachers concerns. In fact, reading gathers in our days many endeavors for its promotion and research. Though reading as a practice has experimented ostensible changes after the arrival of the www and the technologies related to it, the main issues about the subject remain the same.

Since the 90’s scholars and the media show their concern about the reading crisis that has been detected all around the world. This crisis, real or fictitious, demands the efforts of many professionals. The role of librarians on this stage is far from being contemptible. But, as Wiegand explains most of the members of the LIS community do not feel much interest in reading, they prefer to focus on technological and management issues for supplying useful information to their users and clients (Wiegand, 1999, p. 25). Worldwide current trends in LIS education focus on those issues, without making much emphasis on matters related to book and to the practice of reading.

Nevertheless, society still needs the librarian to assume a central role in the written culture promotion, as well as his role in the mediation of cultural and scientific communication processes. Therefore those needs must be at the core of the education and training of the future librarian. Thus, some unanswered questions arise:

- What kind of librarians and information professionals are graduating at the Academy?
- How can professors assume the responsibility of training the future librarians as readers?
- How can professors influence on the reading practice of the LIS students?
- What means can be used for creating an appropriate environment for a better approach to reading materials, so our students practice reading as

a citizenship act?

Library and Information Science studies at the University of Havana comprise on the professional profile, among other objectives and perspectives, the future performance of the graduated as a reading promoter. Towards this target there is a long road and some kind of obstacle-race to go through. In fact, a never surprising fact is that reality moves away from our predictions and purposes. In the case of reading practice, in the future Cuban librarian community the frequent professors’ complains about the poor students reading practice have led us to recognize the urgency of a brand new strategic design for influencing in a positive way on this phenomenon. Therefore, we have conceived a project for reestablishing reading as a fundamental subject and also for helping students to develop better reading skills and habits: Project Pro Reading.

Our project aims to emphasize the training of the future librarian as a reader, making him that way a better written culture promoter, as well as an active mediator of cultural and scientific communication. The main objective of the project is to guide students to a better relationship with reading materials and to help them to develop reading skills and critical judgment for them to become better readers and better reading promoters.

Pro Reading includes curricular and non-curricular related measures and will be widely successful as long as it is followed and constantly evaluated. Project’s success will demand a mixture of many different dimensions: the entertaining dimension of reading, but also the instrumental dimension, as well as the research and scholar dimension.

What are the guiding lines for action?

- To respect the plurality of reading preferences and ways readers approach the text.
- To strengthen the role of text in education and also



in training the students as modern citizens.

- To stimulate literary reading at school and not only scholar reading.
- To promote awareness about the variety of reading modalities and purposes, so students can make use of reading skills in its full potential.
- To stimulate critical views of texts, whatever its nature, format and character is.
- To guarantee the constant diffusion by many channels of news and information related to book and literature in Cuba and all around the world.
- To promote theoretical and empirical research on reading.
- To stimulate reading and reading promotion research among LIS community of students and professors

Some preliminary actions:

- Organizing an essay contest on universal literature.
- Organizing book exhibitions with periodical frequency.
- Creation of a literary collection at the Library of the Faculty.
- Organizing book fairs with periodical frequency at the Faculty.
- Meeting Cuban writers at the Faculty.
- Organizing a Poster Contest on literary works.
- Designing and implementing an interface with hyperlinks to non-scholar national and international journals and serial publications.
- Creation and diffusion of a newsletter for approaching students to books and reading, in printed and digital format.
- Weekly information service about science and culture which promotes the students cultural and scientific background by short, interesting and curious news sent by e-mail.
- Coordination of a research team who achieves reading surveys among LIS students, as well as research on the subject of reading.
- Designing of a digital library gathering literary and

scholar materials on reading.

Actions will be achieved in collaboration with our Faculty librarians and professors, but the protagonists are the students. The advancement in the reading practice of LIS students will be identified by an-every-year survey on reading habits and interests. This survey is a main issue of the project so it provides the necessary feedback for monitoring the impact of the actions, and for making a comparison between the starting point and the evolution of our students' reading practice.

This project considers the importance of reading promoting and training from the university classroom. In order to graduate a more competent professional there must be taken into consideration that he needs in his knowledge stock a set of reading comprehension and reading promoting skills, which he will not acquire unless there is a strategic planning on the matter.

The humanistic dimension of the LIS profession to which is firmly tied reading must not be hold apart from the future librarian's training, if we hope future librarian to contribute to our nations' cultural and scientific development. The effective role of librarians on this main subject is in the hands of those who have the responsibility of making a simple human being a better one through our teaching and our engagement, and helping him becoming a better library and information professional.



Learning about UK Libraries and the National Year of Reading

Rob Sarjant

Secretary, IFLA Literacy and Reading Section

Head of Operations, Book Aid International

In late November and December 2008, Book Aid International hosted a visit from Mr Hezekiel Chawe, Director of Library Services, Tanzania Library Services Board. Part of his visit was to select books from our warehouse for his libraries but the other was to visit UK libraries to learn about the latest developments in library thinking in the UK, and in particular, in relation to reading promotion. The visit was good timing as 2008 was the National Year of Reading in the UK, and for me and Hezekiel, it was a good chance to see what role UK libraries had been playing.

On Hezekiel's first day, we were fortunate enough to be invited to a UK Parliamentary Event to celebrate the National Year of Reading (NYOR) at the historic Houses of Parliament underneath the shadow of Big Ben. Many Members of Parliament attended this event and it was clear that the NYOR has mobilised a lot of people, and that libraries and librarians had taken the opportunity to play a major part. Indeed, there have been over 2 million new library members during the year.

Over the next two weeks, we visited a number of libraries in London and it was clear that the NYOR had really helped them develop a range of reading promotion activities and events during the year. For example, Lambeth libraries took up the challenge to make 'every Lambeth home a reading home' and ran events and promotions every month including 'read a book by Roald Dahl' and 'borrow a book and a film'.

But even without the NYOR, it was impressive how much libraries have developed in recent years to become friendlier, active places and real community hubs. Most libraries run regular reading promotion events and activities such as 'Rhymetime', parent and baby/toddler sessions, as well as different types of bookclubs such as 'Chatterbooks'. In the Carnegie Library, in south London there was a reading garden created by friends of the library, whilst at Rickmansworth School Library, Hezekiel was up early to attend the breakfast reading club before school.

We also met Honor Wilson-Fletcher, the Director of the NYOR at the National Literacy Trust, who really emphasized a reader-centred approach which was a bit of an eye opener for Hezekiel, with its focus on making reading fun and letting the reader find his or her own books. She said that there had been one previous year of reading in the UK and that was about books – this time the focus was on readers, and this really struck home.

Hezekiel hopes to build on this reader-centred approach in the future, integrating it into TLSB's existing programmes that typically take place during an annual book week or during special reading tents, but also to establish new services to reach out to readers. Overall, it was impressive to see how UK libraries have been actively engaging with readers during the year, and the challenge now is to keep up the momentum, so next year, a Reading for Life campaign will be launched.

Finally, Book Aid International launched its new Books Change Lives strategy, with the help of author, Sebastian Faulks, on International Literacy Day last September. A key part of the strategy is a strong commitment to building literate environments in Africa.

Links:

Book Aid International – new strategy:

www.bookaid.org/cms.cgi/site/books_change_lives/

Tanzania Library Services Board:

www.tlsb.or.tz/

National Year of Reading WikiReadia:

www.yearofreading.org.uk/wikireadia/

Reading for Life:

www.readingforlife.org.uk/

National Literacy Trust – reading promotion and libraries:

www.literacytrust.org.uk/campaign/libraries.html

Information on Rhymetime:

www.bookstart.co.uk/Library-professionals/Library-rhymetimes

When in Rome and Milan: WLIC 2009



Next year's World Library and Information Congress is in Milan, 23-27 August, and the Section is planning an exciting programme both during and before the conference.

There will be a pre-conference in Rome, 19-20 August, 'Raising a Nation of Readers: Libraries as Partners in national Reading Programmes'. This is in conjunction with the IFLA Libraries for Children and Young Adults Section and will be held at the Auditorium del Goethe-Institut. It is hoped that wide range of librarians will attend - from public and school libraries, library associations and agencies working on literacy and reading issues, as well as partners of libraries in joint reading promotion programmes.

After Rome, there is the main business of the conference in Milan. Again, we have joined with another section, this time the Information Literacy Section, and will be running a session, 'Libraries Promoting Twenty-First Century Literacies'. The program will

feature up to six invited papers, each focusing on a different twenty-first century literacy. There was a healthy response to the call for papers so it should be an excellent session.

All members of the section, and anyone with an interest, is also welcome to attend the Section's Standing Committee meetings, the dates of which are yet to be confirmed at the time of writing, but the first is likely to be on the 22nd August. We do hope to see you in Rome and Milan.

To keep up-to-date, go the Conference website on IFLANET: <http://www.ifla.org/IV/ifla75/>

Rob Sarjant

WLIC:

74. IFLA General Conference and Council

Standing Committee of the Literacy and Reading Section

Minutes of the First meeting of the Standing Committee

**Quebec Convention Centre
Saturday August 09 2008**

Present

Standing committee Members:

Ivanka Stricevic, Rob Sarjant, Samia Kamarti, Marina Novikova, Virginia Walter, Leikny Haga Indergaard

Associate Members: John Y. Cole

Observers:

Patricia Aldana (President IBBY), Imke Behr, Ratna Bandyopadhyay, Mariètou Diongue Diop, Gwynneth Evans, Stig Elvis Furset, Lorraine Jackson, Ahmed Ksibi, Ariel Lebowitz, Felipe Martinez, Maria Vedenyapina

Apologies for both meetings:

Elke Dreisbach, Gayner Eyre, Lisa Krolak, Briony Birdi, Alec Williams

1. Approval of Agenda (possible additions and corrections).

The agenda was discussed. It was agreed to modify the order as some issues needed to be discussed at the first meeting to allow for progress to be made during the week.

2. Approval of the Minutes from the Standing Committee meetings in Durban (see Section Newsletter, No June 2008).

The minutes were approved.

3. Report from the Chair and financial report, Ivanka Stricevic

Literacy and Reading Fair

Ivanka reported that much of the last year had been taken up planning the Reading and Literacy Fair for Quebec, which has been a big challenge, liaising with all the presenters, obtaining free registrations for special guests, a last minute replacement of the

storyteller and so on. Many people have said how innovative and interesting the session looks - IFLA gave the section an extra free registration perhaps due to this.

Name Change

One successful outcome has been the name change from Reading to Literacy and Reading Section. Some other sections were not so successful. Thanks to Virginia Walter for suggesting the name change last year, which much better reflects the interests of the section.

Newsletter and website

There was only one issue of the newsletter (see below) but some new research was put up on the Section's website on IFLANET. New research should be sent to Briony Birdi, the section's information co-ordinator.

Implementation of MOU with IBBY and IRA

IFLA, IBBY and IRA signed a MOU in 2005. Co-operation is working well with IBBY (e.g. Patsy Aldana participating in our fair) but less so with IRA. Ivanka and Rob will meet on Monday 11 with Patsy Aldana (IBBY), Ingrid Bon and Viviana Quinones, the Chair and Secretary of the IFLA children's section and Gwynneth Evans to discuss a possible joint project.

Satellite Meeting in Rome

Some preliminary discussions have taken place with the Children and Young Adults section for a pre-conference in Rome on National Reading Campaigns, to be organised locally. Ivanka and Rob will meet with representatives from the section and a local organising committee which has been set up.

Financial Report

The section has not spent any money as yet. We have 325 euros available to spend by the end of the year, which could be spent on office costs.

4. Report from the Secretary, Robert Sarjant

Section Membership

As at the beginning of July, the section had 64 mem-



bers. A minimum of 40 is needed according to the new (draft) IFLA statutes. We are therefore fine for now but must not be complacent, and more members would be welcome. John suggested that the addition of literacy to the section name should be used to encourage greater membership, and that historically 64 members is not bad for the section and that the section benefits from a diverse and varied set of members.

Standing Committee

The Standing Committee has 11 full members and the maximum 5 corresponding members. The section can have between 10-20 SC members – the minimum is 10, however. Three terms come to an end in 2009, including two members that come to the end of their last and second term. Leikny Indergaard can stand again but Martine Jan and Alec Williams cannot. We need at least one more SC member, but several more would be better. We need to ensure that section members are engaged and participate in the section both to maintain membership but also to increase it, both in terms of the overall membership and the Standing Committee – we need to utilise IFLANET (a new

Web 2.0 influenced IFLANET should be up and running in January which should facilitate this) and the

newsletter better.

Nominations for SC members

Calls for new members go out in October – deadline for submission is February 2009. All observers, collaborators and others interested in literacy and reading are encouraged to get their institution to join the section and/or nominate members for the committee.

5. Report from the Newsletter Editor, John Cole

John had indicated last year that after many years he would like to stand down as newsletter editor, but had managed to get one out during the year. John thanked Gwynneth's contribution to the last issue on literacy initiatives in Canada. However, a new editor is now really needed to create a brighter newsletter utilising modern graphics technology. Ivanka thanked John for his 11 years as editor, and to Maureen White, and to John's employer, The Centre for the Book.

A discussion followed. We should continue to

aim for 2 newsletters a year, one before the end of the year and one before the conference, and the editor does not necessarily need to be fixed. Both Gwynneth and Leikny offered to help but Leikny has



session's organisation and members' duties.

The outline schedule and responsibilities for the Literacy and Reading Fair was presented by Ivanka and clarified as it is a challenging session. Some refinements and suggestions were made to the plan for the morning.

For the Milan conference, the Information Literacy Section is interested in a joint session on lifelong literacies. After some discussion, Virginia and John volunteered to draft a proposal in time for the second meeting. Marina will join to this working group.

Minutes of the Second meeting of the Standing Committee,

Quebec Convention Centre, Friday August 15 2008

Present:

Standing Committee Members:

Ivanka Stricevic ,Robert Sarjant , Virginia Walter ,Leikny Haga Indergaard

Associate Members:

John Y. Cole ,Elsa Ramirez

Observers:

Ratna Bandyopadhyay, Analia Canibano, Clarisse Chebli, Gwynneth Evans, Jessica Fenster-Sparber, Ahmed Ksibi

Reports on projects

Report on co-operation with IRA and IBBY (MoU)

Following the meeting with IBBY and the Children's Section it was agreed that Patsy Aldana will draft a letter to the IRA to ascertain their willingness to participate and act as a partner within the terms of the MoU.

At the meeting, we also agreed to work together with IBBY (and IRA if they are willing) in a good practices in reading promotion database/directory/wiki. Gwynneth Evans will draft terms for a working group likely to contain 2 representatives each from IBBY, IRA and IFLA (one from each section). Rob was nominated to be the Literacy and Reading Section's representative on the group.

It was also suggested that the Regional Center for Book Promotion in Latin America and the Carib-

more of an institutional base, so Leikny will take on the role.

Gwynneth suggested country reports based around the UNESCO Literacy Decade would form a good basis for some content, or just reports from different countries on what is going on in terms of literacy and reading promotion.

Virginia volunteered to write a report on the Literacy and Reading Fair for the next newsletter.

Mariétou Diongue Diop said that she could help with French translations (French language Centre)

6. Report from the Information Co-ordinator Briony Birdi

A report was received from Briony. Ivanka asked all members to check the sections site to keep it up-to-date and relevant, and to suggest new postings. This will be particularly important with the forthcoming re-launch of IFLANET.

7. Report from the Coordinating Board meeting (held in Quebec prior to the SC meeting)

Ivanka reported back on the CB meeting. The main discussion revolved around the new IFLA structure. Each section currently belongs to one of 8 divisions. In the future there will be just 5. The Literacy and Reading Section is currently in Division VII, Education and Research and most of this division will move into a new division called Support for the Profession. However, our section will move into Library Services. This was felt to be positive because it puts us in a division with those we are most likely to collaborate with.

8. Quebec Conference schedule and discussion on

bean (CERLALC) become involved. Whilst this is not appropriate in relation to the MoU, the section of course welcomes collaboration with such organisations.

Future projects

It was agreed to proceed with a suggestion to work on an IFLA publication on reading promotion. The section now has a number of papers presented at past conferences which could form the basis but new papers could also be considered. Others may need revision to fit a standardised format. Papers would be 10-20 pages long. The publication should feature current, sustainable projects initiated by the community and meeting an expressed need. The IFLA publications unit (i.e. Sjoerd Koopman) is likely to be very interested.

There was much discussion about whether the publication should be organised regionally or thematically (e.g. prisons, babies) and in which languages. It was felt that we should stick to the 5 official IFLA languages. Translations could be put on the web or on an accompanying CD. It could be the first of a series. Papers should contain good visuals but this is not usual for an IFLA publication.

It was felt that initially this would be a two year project – the first year collecting/selecting papers; the second working with IFLA/Saur on publication. Briony Birdi has offered to help by utilising the tal-

ents of her library school students.

A working group will be set up. Gwynneth will be a member, John will advise. It was suggested that Briony Birdi and Samia Karti be invited to join the group, and that regional contacts (such as CERLALC) be identified and utilised.

Publicity matters

The bookmark and literacy guidelines (both on IFLANET) leaflet need updating – the name change for example. Ivanka will look at them.

The new IFLANET might allow for more collaborative means of working through blog, wiki and other tools.

9. Milan 2009 Conference planning and discussion on Pre- or Post- conference in Italy 2009

John and Virginia's presented a draft proposal for the combined session with the Information Literacy Section. Following the success of this year's lively session there was concern that the session maintain some of its features – e.g. its interactivity and use of the banquet room, and that it not revert to the traditional 'boring' format. There was also some worry that it may lose focus and be less relevant to us as a





section. The call for papers would need to be clear with an emphasis on libraries promoting different types of literacy – print, media, visual and so on; and should be evidence-based. Definitions should be avoided and an acceptance that there are multiple literacies. John, Virginia and Marina will continue on the working group with the addition of representatives from the information Literacy Section, and develop a call for papers to go out October 15th. Elsa offered to translate the call into Spanish, Ahmed into French.

For the pre-conference, much will depend on whether the City Council in Rome will offer support. The Goethe Institute has offered free space/room. There will be a lot to organise and it was felt that if the Section is not assured that all is in place, we should pull out earlier rather than later. We should decide by September 15th. Ivanka will keep in touch with the local committee.

Looking ahead to Brisbane, the Children and School Libraries sections are interested in combining with us.

10. Strategic Plan updates and development of Section's Priorities, 2008-2009

We looked at the 2007-08 plan, available on IFLAN-ET, making revisions and updates. Some changes are obvious to reflect past and forthcoming conferences. Other changes an updates include:

Section 1.1 The Guidelines for Library-based Literacy Programmes need translating into Arabic and it would be good to have an Italian version before Milan, and Ratna is also interested in translating. They may need updating first.

Section 1.3 add description of good practices project to the end of the sentence

Section 1.4 should be removed as the project is complete

Section 2.1 Add CERLALC

Section 2.2 Gwynneth to look at the Reading Promotion Calendar of Events to see how out-of-date it is and check links, and will contact Maureen White who co-ordinated it. Jessica would be interested in helping out as a back-up.

Section 2.5 Encourage participation at the Tanzania 'Reading for All' Conference next August in conjunction with IBBY and IRA.

Section 2.6 2008 will be the last divisional programme

Section 2.7 John is to update with a description of the new publication project to replace the completed Reading Promotion Handbook – also Ivanka to prioritise this higher in the plan.

Section 3.1 Survey of reader-centred services in public libraries in Latin America now completed. Other countries would like their own survey such as Brazil and Uruguay. Seminar organised with IFLA ALP funding found that small libraries lacking knowledge and communication; reading promotion is very traditional and typically targeted at children only; only a few are doing outreach. Elsa will write an article to provide an update and to detail future plans.

Section 3.4 Phase one of the joint research project with IRA on literate environments is now complete. It will depend on IRA response to Patsy's letter as to any future developments.

Section 3.5 Finish sentence at projects to widen scope of potential project partners

Section 4.3 Add: 'and to nominate members for the standing Committee'.

Elsa offered to translate the plan into Spanish (will need to be approved by IFLA's Professional Committee first).

11. Quebec Conference evaluation: debriefing on Global Literacy and Reading Fair

The Fair was widely acknowledged to be a success and went beyond expectations, though it would have

been useful to ask participants at the fair to do a formal evaluation. However, the following report which appeared in the conference newsletter IFLA Express sums it up:

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On publicising:

‘it has to look good on TV. Look at politicians’
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SilkAir of Singapore offers its passengers ‘coffee, tea or a book’

‘The work (for literacy) is joyful’

At the end, some library and information students were asked their reactions. One said he was inspired. One quoted the National Librarian of Canada – ‘it’s important to keep up the passion’.

Last quote: ‘the energy in the room is as high at 12.30 as it was at 8.30’.

Rob Sarjant, 05/09/2008



Standing Committee of the Literacy and Reading Section

SC members:

Alec Williams	2005-2009	alecw@tiscali.co.uk
Martine Jan	2005-2009	martine.jan@cg77.fr
Leikny Haga Indergaard (News editor)	2005-2009	lhi@abm-utvikling.no
Briony Birdi (Web information editor)	2007-2011	b.birdi@sheffield.ac.uk
Samia Kamarti	2007-2011	skamarti@yahoo.fr
Elke Dreisbach	2007-2011	elke.dreisbach@uni-hamburg.de
Marina Novikova	2007-2011	mnovikova@pbl.ru
Rob Sarjant (Secretary)	2007-2011	robert.sarjant@bookaid.org
Ivanka Stricevic (Chair)	2007-2011	ivanka.stricevic@zg.t-com.hr
Gayner Eyre	2007-2011	gee@aber.ac.uk
Virginia Walter	2007-2011	vwalter@ucla.edu

Associate members

Thomas Quigley, CorrespondingMember	thomaqui@vpl.ca
Elsa M. Ramírez Leyva, Corresponding Member	eramirez@servidor.unam.mx
Siti Aishah Sheikh Kadir, Corresponding Member	
Lisa Krolak	l.krolak@unesco.org
John Y. Cole	jcole@loc.gov

Useful Addresses

Section on Literacy and Reading



Chair/Treasurer:

Ivanka Stricevic
Assistant Professor
University of Zadar, The Lis Department
Ulica Dr. Franje Tudjmana 21
23000 ZADAR
Croatia
Tel. +(385)(23)311540
Fax +(385)(23)311540
E-mail: ivanka.stricevic@zg.t-com.hr



Secretary:

Rob Sarjant
Head of Operations
Book Aid International
39-41 Coldharbour Lane Camberwell
LONDON SE5 9NR
United Kingdom
Tel. +(44)(20)77333577
Fax: +(44)(20)79788006
E-mail: robert.sarjant@bookaid.org



Information Coordinator:

Briony Birdi
Lecturer in Librarianship
Department of Information Studies, University of Sheffield
Regent Court, 211 Portobello Street
S1 4DP SHEFFIELD
United Kingdom
Tel. +(44)(114)2222653
Fax +(44)(114)2780300
E-mail: b.birdi@sheffield.ac.uk



Editor of Newsletter:

Leikny Haga Indergaard
Director General
Norwegian Archive, Library and Museum Authority
P.O. Box 8145 Dep
Oslo N-0033
Norway
E-mail: lhi@abm-utvikling.no

