

The International Federation of Library Associations and Institutions

Section on Literacy and Reading

Newsletter no 28

Note from the Chair of the Section

Dear Colleagues!

At the IFLA Conference in Milan our Section's Newsletter was awarded as the **best IFLA newsletter in 2009!!!** Congratulations to Leikny Haga Indergaard for her excellent work as the editor and thank you to all contributors who keep us informed about good practice in reading and literacy promotion in libraries. The quality of the Newsletter depends on all of you. Please, send your materials to be shared with the professional community.

2009 was IFLA election year and the Literacy and Reading Section Standing Committee has grown. I welcome all new members of the SC as well as those who were re-elected. Newcomers come from different parts of the world and will for sure enrich the Section's work in the next four years. I also want to thank those who finished their terms in LiR Section and left the Standing Committee and invite them to stay connected. Their expertise in reading and literacy issues is needed so we can together fulfill the section's mission – to be a forum for discussing the role of libraries and librarians in raising a nation of readers.

Right after two successful and inspiring Section's programmes in Rome and Milan in 2009, we have started to work on the programme for the next IFLA WLIC in Sweden. The session in Gothenburg "**Libraries Promoting Reading in a Multicultural, Multilingual Society**"

is organised together with the Library Services to Multicultural Populations Section. The Pre-conference in Oslo "With the Right to Read" will be organised with the Library Services to People with Special Needs and Libraries Serving People with Print Disabilities Sections. Check the Section's website for more information and updates, and of course, plan to join these programmes (<http://www.ifla.org/en/literacy-and-reading/conferences>).

We have also started to work on the Section's two years project. Based on the one of the major Section's aims which is to integrate reading research and reading development activities into library services for all citizens, we plan to publish a brochure about reading research in libraries. We would like to offer a guidelines how to do a research and develop a research based reading and literacy programmes in libraries.

Your contribution in making the Literacy and Reading Section more visible in your institutions, within IFLA and out of IFLA community is appreciated. So, keep visiting the Section's web page, keep us informed about developments in your libraries and countries, apply for delivering of papers and posters at the IFLA conferences and contribute to the Section by sharing your views and experience with an international library community.

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

Note from the Newsletter Editor

Dear colleagues,

"What happens when we are reading? The eye traces black letters on white paper from left to right, again and again. And characters, nature or thoughts somebody else has thought, recently or a thousand years ago appear in our imagination. That is a miracle greater than making a seed from a Pharaoh's tomb blossom in our time. Nevertheless, this happens every single time."

(The Swedish author Olof Lagerkrantz, : About the Art of Reading and Writing).

Literacy and reading have been an important factor in building societies based on welfare, democracy and human rights throughout the world. And knowledge is increasingly important in our modern society – a society much more complex and varied than ever before. All societies need well-educated citizens who regard learning as a lifelong activity. IFLA's president Ellen Tise has chosen "Libraries driving access to knowledge" as the theme for her presidential term.

This issue of the Newsletter contains information about the work being done to promote literacy and reading, also details of reading projects, literacy developments and presentations from several parts of the world, all clear evidence that literacy and reading are on the agenda in public libraries. The presentations are mostly written by members and associates and the views expressed in these articles are to be regarded as the author's perception.

I hope you will find something interesting in this issue of the newsletter. I should like to remind you about the 2010 Congress in Gothenburg and our session

"Libraries Promoting Reading in a Multicultural, Multilingual Society", together with the pre-conference arrangement in Oslo with the theme "The right to read".

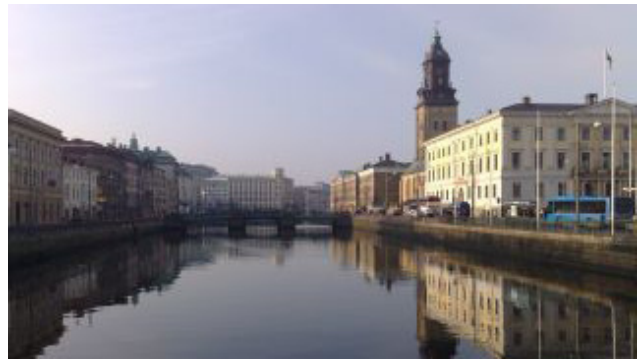


Leikny Haga Indergaard
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World Library and Information Congress: 76th IFLA General Conference and Assembly

"Open access to knowledge - promoting
sustainable progress"

Libraries Promoting Reading in a Multicultural, Multilingual Society



The Section on Literacy and Reading and the Section on Library Services to Multicultural Populations plan to hold a three-hour joint program at the 2010 Conference in Gothenburg, Sweden, on the topic, "Libraries Promoting Reading in a Multicultural, Multilingual Society." We expect to have four to six high quality papers for presentation and discussion.

Check the Conference programme and join the session to participate in discussion and share your knowledge and experience with librarians from all over the world.

10-15 August 2010, Gothenburg, Sweden

Report on pre-conference in Rome

Construire un Paese di Lettori: Le biblioteche partner nei progetti e programmi nazionali di promozione della lettura

Raising a Nation of Readers: libraries as partners in national reading projects and programmes

On 19th and 20th August 2009, The Literacy and Reading Section of IFLA, together with the Section of Children and Young Adults held a very successful pre-conference session in Rome. The theme of the conference was *Construire un Paese di Lettori: Le biblioteche partner nei progetti e programmi nazionali di promozione della lettura* or *Raising a Nation of Readers: libraries as partners in national reading projects and programmes*. The session was kindly hosted by the Goethe Institut, Italy at the Auditorium del Goethe Institut Italien. The Institute provided a splendid venue and refreshments for the conference. Other sponsors of the programme included the *Instituzione Biblioteche del Comune di Roma* and *Associazione Italiana Biblioteche*.

The conference proved to be very popular, attracting close to 100 attendees. The delegates were presented with some excellent papers over the two days on subjects divided into three themes:

1. Starting with the Youngest
2. Management Decisions and Strategies
3. Good Practices as Building Blocks

On each day there were papers from invited speakers, and presentations based on the Sections' Call for Papers. These had been pre-chosen by a small panel from across the two sections, according to interest and quality, to represent both academic theory and practice, and to represent a global perspective. Though not all speakers were able to attend, there was still a very full programme.

Theme One, *Starting with the Youngest*, began with a keynote piece by Paolo Traniello, Roma Tre University, on *Reading as a pleasure and as a tool*. The first of the invited speakers was Kerstin Keller-Loibl, Professor of German Studies, Leipzig, Germany who spoke about *Strategies for engaging children in public libraries*. She discussed the importance of language skills and promotion of early speaking skills, but stated that, in Germany, little attention was paid this group until recently. The PISA Study had been instrumental in creating action in public libraries.

Giovanna Malgaroli, an Italian Paediatrician was the second speaker and gave a fascinating perspective on the importance of *Reading on Brain Development*. Three highlights from her paper were as follows: reading aloud is the most important factor in reader development; regular reading (5 days per week) makes a huge impact on linguistic development and literacy is not the ability to read, but the ability to solve problems using text as a medium.

A review of the Singapore reading initiative *Born to Read, Born to Bond* by Zubaidah Mohsen was followed by presentations from Terry Robertson, Massachusetts, USA, who stated that in a research study a group of children made more personal response to information books than to storybooks. Viv Bird from Booktrust UK, then spoke about the Trust's initiatives in working with health workers.

In the afternoon the opening of the 0-3 International Books Exhibition at the Goethe Institute





COLOSSEUM IN ROME, PHOTO WIKIPEDIA

was followed by papers on the second theme Management Decisions and Strategies Invited speaker, Rogelio Blanco Martinez, Director of Books, Libraries and Archives, Ministry of Culture, Madrid, talked about the basic necessity to read and take part in cultural and intellectual life.

This was followed by presentations from Canada. Josiane Polidoli, Head of Children's Literature, Libraries and Archives, Ottawa, Canada and Lianne Fortin, Program Manager, TD Summer Reading Club Library and Archives, Canada talked about the TD Summer Reading Club. Takeshi Sakabe and Kazuko Yoda talked about National Reading Campaigns in Japan. Henk Kraima, Director of the Foundation CPNB, Amsterdam and Marieke Verhoeven, Deputy Director of Foundation CPNB, spoke of the two of the Foundation and National reading days in the Netherlands. This was followed by an overview of the work of IBBY, Brazil by Elizabeth Serra, Gençeral Secretary, Fundação Nacional do Livro Infantil e Juvenil, Rio de Janeiro.

Thursday opened with Ivanka Stričević, chair of the IFLA Literacy and Reading Section and Ingrid Bon, Chair of the IFLA Children's and Young Adults Section who talked about the work of the Sections. This was followed by Barbara Genco, an independent library consultant from New York who talked of two successful Literacy Partnership Models, Reading is Fundamental and First Book. Gerald Leitner, Secretary General, Austrian

Library Association, talked of a very successful national campaign. As had several speakers, he mentioned the contribution of literacy to national economies and the fact that some Governments had concentrated on this aspect was resulting in cultural loss. He again referred to the importance of the PISA (2000) study and lamented that Europe has a 'lost generation' in terms of reading. He finished his paper by exhorting librarians to 'market' and be more visible.

The final part of the programme comprised two presentations on Libraries in Arab World AU Ahmed Ksibi. Delegates learned of difficulties of being in war zone. Tilka Jamnik talked of initiatives in Slovenia. Finally Inci Önal from Turkey discussed School Libraries and Reading, outlining a project on reading experiences in German, Ukrainian and Turkish School Libraries.

So, the programme for this pre-conference was very full. Papers were varied, giving delegates a truly global perspective. Social events such as the cultural evening on the evening of 19th August at the Palazzo delle Esposizioni was most enjoyable with very good food. The whole conference was very ably summed up by Ivanka Stričević who thanked all the people involved in making the conference such a success, especially to Istituzione Biblioteche del Comune di Roma and Associazione Italiana Biblioteche and to Letizia Tarantello - the IFLA Children's Section Committee member from Rome.

Working for Reading and Literacy in The Netherlands

Marian Koren, Netherlands Public Library Association

There is a long tradition in the Netherlands to combine local and national activities in nationwide programmes and campaigns. The local activities and connections are important to have maximum involvement of the local libraries and communities; the national level is important to attract partners and funding, and have national exposure in the media. Over the years, the reading promotion policy has been extended to include not only children and young people, but to develop a 'lifelong' curriculum covering programmes and campaigns for people of all ages, and of different attitudes towards reading. For the groups until the end of school age, the reading programmes follow the technical **reading curriculum** at schools, but add the library value of reading for pleasure to it, while supporting reading skills, language development, fantasy and creativity impulses etc. (Reading curriculum: <http://www.debibliotheken.nl/content.jsp?objectid=2436>)

Stimulated by the IFLA Guidelines for Library Services to Babies and Toddlers (<http://archive.ifla.org/VII/d3/pub/Profrep100.pdf>) Dutch colleagues have now nationally introduced **Bookstart**,



NATIONAL READING CAMPAIGN: NEDERLAND LEEST

as a general welcome for parents and babies to the world of books, libraries and reading. Special programmes like **Boekenpret**, are also available at local level. Boekenpret is the reading promotion and language skills improving program in public libraries in the Netherlands. It's focusing on (low-educated) families, both original Dutch and immigrants as well, with children between 0 and 6 years of age. In a local network children health care centres, day care centres, preschools, primary

schools and public libraries are working together. The professionals are educated by librarians in a special method on language skills (Taallijn VVE). In all age groups (0-2, 2-4, 4-6) there are activities in the children centres and at home, based on specially developed materials. Collections of picture books are placed within the preschools and day care centres so parents can get used to borrowing a book on a regular basis. Parents are educated step by step in reading aloud, how to use



picture books, sing songs etc. Those workshops, (coffee meetings) are organised in the library and the parents receive some new materials monthly, like small books, a hand puppet, flyers etc. www.boekenpret.nl
More information: <http://lib.tut.ac.za/ifla/documents/ingridbon.pdf>

The annual National Reading Programme (started in the seventies) aims at stimulating children to read, by giving them a small reward for reading (and elaborating on) a number of books. About 100.000 children participate in this national programme. It is organised by the Working Group Reading programme of the Netherlands Public Library Association in such a way that it leaves the individual library free to decide on the period of time and way in which it will work with the reading programme. Every year, the reading programme has a different theme. The programme materials are always presented in the summer by NBD/Biblion, the national library supplier, and delivered in December. The Netherlands Public Library Association supports the programme by making the title lists and giving tips and suggestions. (<http://www.debibliotheken.nl/content.jsp?objectid=2331>)

National Reading Campaign: Nederland Leest

For national reading campaigns for the whole population, the Public Library Association cooperates with the National Book Promotion Bureau (CPNB), of which it is a partner, with the associations of Booksellers and Publishers. Apart from the National Book Week (since 1923!) a new more library-focussed campaign has been developed. For the fourth time, The Netherlands Read! will be organised, following the success from previous years. The well-known concept of One book, One City, is transformed into a month long autumn campaign (23 October-20 November 2009) of: One Country – One Book: encouraging people to read the same book and discuss it. The socially relevant title stimulates both reading and community building. The Campaign Ambassador is a famous TV-journalist Philip Freriks.

The chosen book, this year: Oeroeg, the first book (1948) of the grande dame of Dutch literature, Hella Haasse, is freely distributed to library members, in a special new print library edition. Libraries have to buy the copies for €0,50, so an investment is necessary. A special luxury edition is for sale in the bookshops. The book is also available in other formats: large print/audio. Foundation Reading sponsors the campaign by distributing free copies

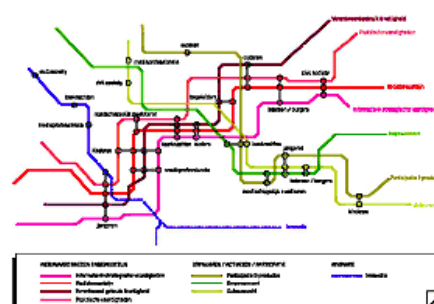
to students of grade 10. <http://www.cpnb.nl/nll/site/home.html>

The campaign makes use of the free publicity around the VIP reader, the public debate about nominations and selection, and creates thereby opportunities for local actions. CPNB and local libraries arrange an evening, with national, resp. local publicity. Local activities are encouraged, also in cooperation with partners. A Toolkit for local actions and background information are made available via a password protected site.

Similar campaigns in Austria and Germany have led to proposing a model for national reading campaigns, presented at IFLA 2008, with the firm hope that in the future, a chain or relay of national reading campaigns can be traced around the globe. (http://ifla.queenslibrary.org/IV/ifla74/papers/o85-Koren_Leitner-en.pdf)

New literacy: Media wisdom

Media literacy rapidly becomes a vital skill for Dutch citizens for a good life. Educational institutions, cultural institutions and public broadcasters play a role with regard to media





WWW.BOEKENPRET.NL

literacy in addition to Dutch government. The library also plays a vital role. Libraries can function as spaces where citizens can get more information on media use, support in searching and finding information and knowledge and where they can get acquainted with new innovative media applications. Whereas media education focussed on the younger generation, media literacy applies to the whole population, but media wisdom is the term coined for pointing to the total new attitude citizens have to develop to give new media the (correct) place in their social and cultural life.

Media wisdom is all knowledge and skills and mentality people need to participate consciously, critically and actively in the world of today

and tomorrow, in which media play a decisive role. (Source: Raad voor Cultuur).

Facts from the Library Innovation Monitor (monitor bibliotheekvernieuwing) 2006:

56% of the libraries offer Internet courses;

42% of the libraries have a separate space for courses;

95% of the libraries offer quiet working spaces with computers.

A network of national partners, including the Netherlands Public Library Association form a National Centre of Expertise, and execute the Media Wisdom Programme and Plan 2008-2010. Target groups are children, young people, (grand)parents, teachers, caregivers, seniors, socially deprived people, civil society and media professionals. The three programme lines are: media skills and media awareness, stimulating and activating participation, and innovation. Initiatives are clustered around eight themes including: safe use, participation and production, privacy, copyright, empowerment and experimental media use.

Funds are available for pilot projects for less developed themes for certain target groups, e.g. youth and participation. The whole programme is visualised in a media wisdom chart. <http://mediawijsheidexpertisecentrum.nl/expertisecentrum>

Promotion of reading in the Arab world : Success and failure

Dr. Ahmed Ksibi / Institut Supérieur de Documentation de Tunis

Despite the wars and the many challenges in the Arab world (the foremost being a high illiteracy rate) we can expose the cultural development of reading activities. Since the independence, education reform, basis of reading development, has many impressive achievements. The enrolment ratio (NER) in primary education continued to expand reaching 84% in 2006

The successful experiences of family reading had to be spear-headed as the sure weapons against the religious fundamentalism bad ideas. Advancing a healthier reading culture, by making books more available to people of all ages, is the best idea to boost the peace and tolerance culture.

This study exposes for example the successful Egyptian "Reading for All» projects initiated by Mrs. Mubarak, UNESCO members benefited from the Egyptian experience national and regional "Reading for All" initiatives.

These projects have promoted the reading habit among children, and distributing inexpensive reading materials in underprivileged rural and urban communities. Then those projects aren't limited strictly to Egypt: the cultural development of reading activities in some Arab countries can occur primarily through

strengthening public libraries like Tunisia that has the most functional Network of public libraries in the Arab and African region.

What Arabs Read?

The Pan-Arab readership survey, launched in 2005 by Next Page Foundation covering 9 Arab countries, had offered a base line to be compared the readership & "cultural" progress in the Arab world . "What Arabs Read" - conducted in Palestine, Jordan, Syria and Jordan is now freely available by download. The two-phased report covering 9 countries, provides a comprehensive and empirical view of readership and covers habits, preferences, pricing, segments, channels, languages, accessibility and purchasing behavior. Readership Survey "What Arabs Read"

Pilot work along with the 2004 report on the state of translations in the Arab world commissioned by Next Page, highlighted the virtual absence of empirical data on Arab readership, a void that directly impacts both the state of publishing and translation and in a broader sense has widescale implications on civil society development in the Arab world. In response, Next Page is commissioning nationally representative surveys (of the literate population) on readership in 9 Arab

countries. This survey represents not only the first multi-country comparative work on readership but also the starting point for empirical data collection on readership in each of the 9 countries.

Across all 9 surveyed countries and a sample of 9000 people , 3 out of every 4 literate Arab person reads regularly. But 90% are regular readers of newspapers & magazines. 85% of surveyed literate Arabs have at least read a book in the past 12 months. The most read in newspapers & magazines is news, politics & current affairs. Some of the most read types of books is The Holy Quraan . The subjects of choice for Arab readers particularly related to politics and religion. They are mostly interested in news and current affairs taken from newspapers and magazines. This interest is perhaps due to the cyclical nature of the tragic events unfolding in the Arab world.

The preference of the readers of Saudi Arabia and the Egyptian goes to religious books: The Holy Qur'aan book, The Prophet's biography, books of exegesis. Readers have a preference for "The Holy Qur'aan" by the book of reference for Muslims who are forced to read it.

Knowing the impact of Islamiza-

tion movements in both countries, this kind of reading is a confirmation of this trend. Islamization turns reading to traditional books, this trend has captured the most open countries like Tunisia, which is undergoing a preference for religious books. Religious books such as "The Prophet's biography" The Garden of Saints just "not sad" are now a renewed interest.

The books tend to "liberal and secular" Taha Hussein and Nobel literature Néjib Mahfoudh, are now relegated behind the religious books. Both Egyptians authors, Hossein and Mahfoudh, are undoubtedly the greatest Arab writers of their time, were taxed in the curriculum, they are being marginalized. The books tend to "liberal and secular" Taha Hussein and Nobel

Arabic is still the most read-in language in all Arab countries. But reading in English came highest in open countries such as Lebanon (19%), followed by Tunisia (8%), less than 3% in all other Arab countries. Reading in French came highest in Morocco (28%), Lebanon (27%), & Tunisia (19%).

Out of those that have on-line access, 63% read newspapers & magazines on-line. The highest incidence in Saudi Arabia (77%), the lowest in Tunisia (55%). Egypt is (62%) .

The risky failure is that the reading practices are not yet solid among young people. With multimedia civilisation they spend most of their leisure time with electronic devices: television and mobile phones are the dominant media used by the young people. The reasons behind



the resistance to promote reading for pleasure are: -The low level of the family educational background, especially when the highest adult illiteracy rate remains the most important sociological obstacle to the improvement of reading habits.-The contradiction between supply and demand, between what is available in libraries and information services and what is required by users and beneficiaries; and a lack of material and human resources.

According to data from various surveys and faithful sources, it is possible to advance that Reading practices are not yet solid among young people. They spend most of their leisure time with electronic devices, based on the mass media communication. Television and mobile phones are the dominant media used by the young people. They do not engage in best cultural practices or in collective/group activity, despite the availability of many cultural services such as public libraries (public libraries mobile libraries) and in spite of the existence of cultural and rec-

reational services, such as youth centres. The reasons behind the resistance to reading for pleasure and the use of cultural services, according to the analysis of the are twofold: The low level of the family educational background, especially when the mother is not literate, is the most important sociological obstacle to the improvement of reading habits among young people. The contradiction between supply and demand, between what is available in libraries and information services and what is required by users and beneficiaries; and a lack of material and human resources. These factors are the most important barriers to the development of libraries. It's an opportunity to evaluate their past and present national reading promotion activities with the aim of carrying out an assessment of needs in this field. Another great looting of libraries in the arab world is subjected to wars and a foreign invasions, occupation and other kinds of external hegemony. Three countries (Iraq, Palestine and Lebanon) are concerned with the hu-



man tsunamis, incursions and offensives

The Iraqi libraries, which represent a real testimony of the rich Arab intellectual heritage and activities, and the looting operation to which it was subjected .

The crisis of the Palestinian libraries and the obstacles they face in terms of material production and marketing (censorship, writers' persecution, book confiscation...) in order to deprive the Palestinians of acquiring recent knowledge and establishing links with the past. The destruction Lebanese libraries in the civil war , and their looting operations they are subjected during the Israeli aggressions.

Each nation knows very well the planned occupier's cultural conspiracy to brainwash its peoples and win their hearts so as to intellectually uproot them and deprive them of their history and identity.

It is the case currently with the cultural confrontation in Palestine between the Arab Palestinians, the legitimate land owners, and the Israeli invaders. Nonetheless, the current struggle of librarians have to overcome some established Arab libraries and cultural associations manage to protect and preserve some of their collections and their activities.

Promotion of Literacy through school based libraries program Kenya

Daniel Mangale, Abcproject Kenya Team Leader, Ukunda.

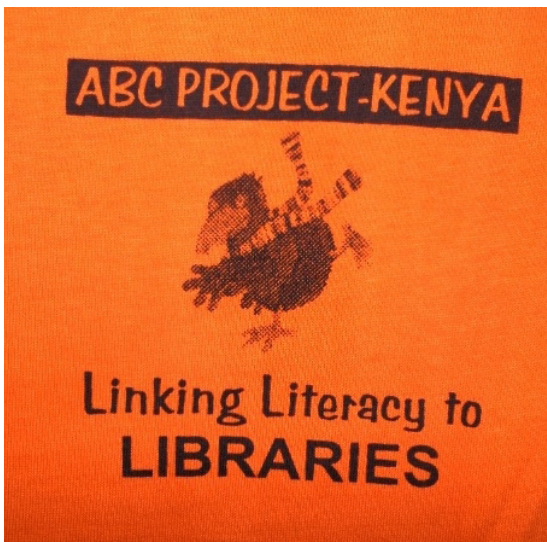


Introduction

Abcproject Kenya, Is a local educational support organization that works majorly on the areas of reading skills to pupils in primary school. Its whole school approach has made it an outstanding program with the educational institutions we work with. This organization is a membership organization that works with its members, and tries to reach out to more as possible, Its however at its infancy stage and as we grow we expect to meet needs of more schools. Our key approach is sustainability of our initiatives and local ownership.

In summary we are a mentors of alternative approaches to better development of pupils in schools through reading and understanding.

Promotion of literacy through school based libraries is a very diverse concept which takes into consideration of the child general outlook. It's aimed at impacting early opportunities of the child to interact with books, inculcate the culture of reading and also add value to the general performance of the child in school and his/her lifelong learning process. By achieving this process we shall



have created a big paradigm shift in the region and the country at large. It's also expected that this initiative will contribute and support the overall Ministry of Education goal of ensuring that every school has a school library. It will be a value adding process whereby the program will build the capacity of school teacher librarians and ensure they take lead roles in gathering the necessary resources to build lasting and viable school libraries as a tool for academic and lifelong learning. It will further develop a sustainable mechanism of managing school libraries by inducting school libraries' management committees locally and school library clubs as tools for overall promotion of the literacy process both at the school level and beyond.

The introduction of free primary education has come with the challenge of poor standards of education in public schools. It's our belief that this can be changed by providing the pupils with all relevant materials at their disposal and then the

teachers become reference points and not informational sources as they are viewed currently. Well organized school based libraries can go a long way in improving the realization of literacy for all as a millennium development goal.

We currently have three school based libraries clustered as follows.

Kwale school based libraries - cluster 10 schools

Langobaya school based libraries - cluster 15 schools

Galole south school based libraries - cluster 16 schools

Context

The abcproject Kenya runs its program currently within the coast region, However its vision is to ensure there is enough evidence to be able to extend this initiative to cover first the whole of the east African region and eventually Africa.

The program approach makes it ideal to influence change with

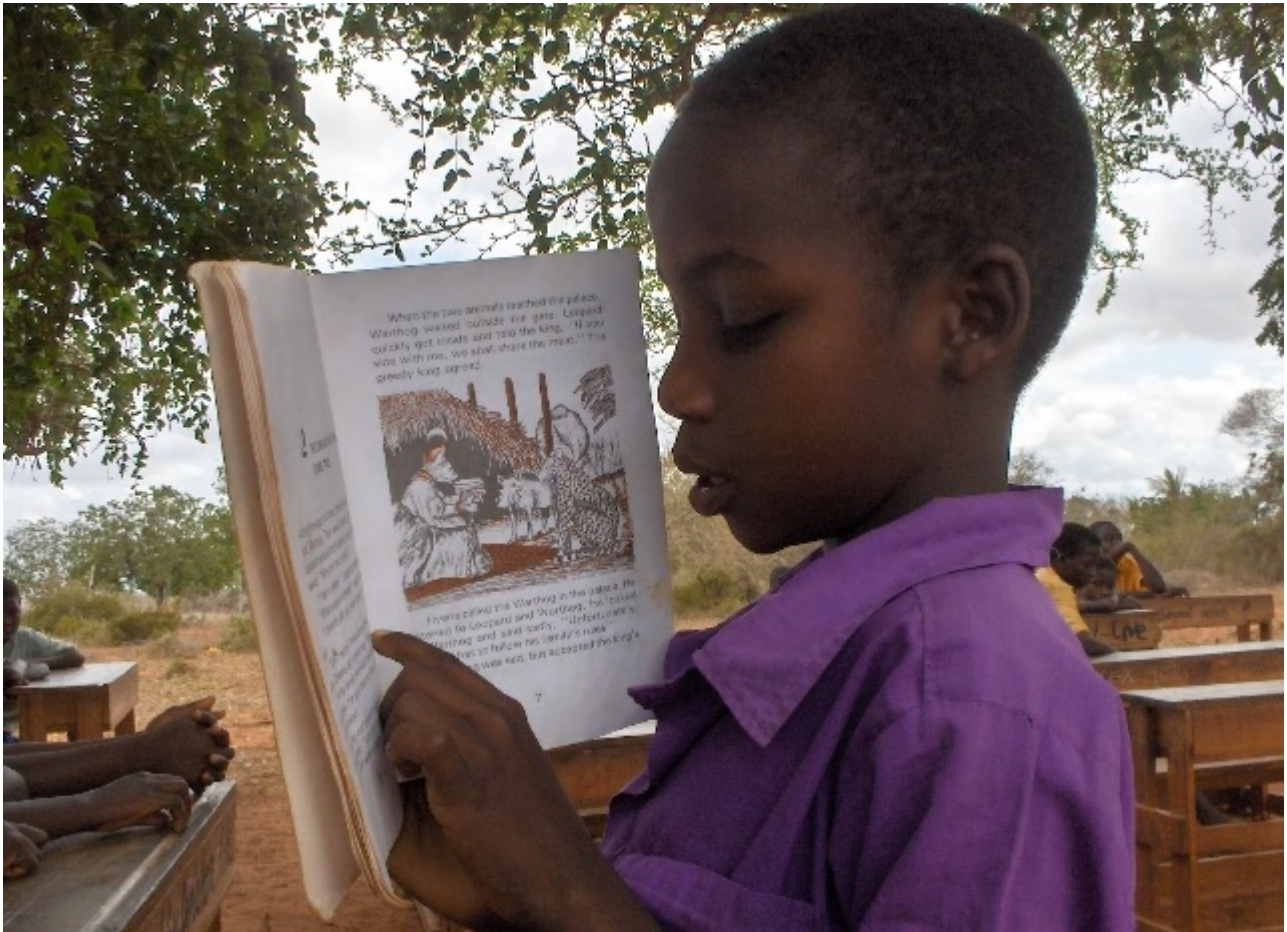
reading and understanding within primary schools and thus worth expanding to reach more pupils within the region.

Main Activities

1. Teacher Librarians Training

Abcproject Kenya is carrying out a regional training program for teacher librarians to equip them with basic skills in initiating and managing sustainable school based libraries. This is done to ensure teachers use libraries in the schools as tools for teaching and learning for the pupils. Our approach was motivated by the fact that 70% of Kenyan primary schools have major elements of illiteracy and this results in a poor background educationally for the majority of the pupils. Our target is to ensure teacher librarians support children's reading habits at early ages. This will form a good background for literacy environments with the schools and translate into good performance by individual pupils and will eventually result in improvements in literacy at the school level.





2. Children's Reading Programs

Our children reading program is basically a monitoring tool for the school based literacy programs. Here we bring several schools together to compete and we monitor the abilities of pupils from the different schools in reading and understanding what they read. This allows us to form training programs to help teachers inculcate better reading skills to improve pupils' performances at an early age. These programs create positive competition among pupils and helps develop early readers. We usually plan them quarterly.

3. Development of school based libraries through mentorship

Currently we have 41 school li-

braries in Coastal Kenya. We mentor development of school libraries by helping schools realize the value of school libraries, training school libraries management committees and sensitizing parents and teachers to support the growth and establishment of school libraries. As a project we avoid building structures and support the soft approach to school libraries. Where schools don't have rooms, we challenge them to establish library lessons and try forming libraries within their schools. This creates the need eventually for a fully fledged school library and we build the school library management team with the capacity to source the support for doing this. We first create the need, hence our approach is need based. **"we believe**

school based libraries help the teachers teach and children read".

4. Establishment of teacher librarians association as tools for lessons learning and forum for exchange of ideas

These forums are key tools for the coordination of the teacher librarians' activities in the rural areas where our programs are based. We rely on them for updates and feedback, and we create them to allow a strong supportive mechanism for individual teachers through peer support. We currently have three associations within our three clusters of the school libraries.

Conclusion

As a project we believe the ap-

proaches we use are not the only good ones, and we thus try as much as possible to keep learning from others. We also believe we can share our experience and also receive support and help to enlarge and increase our program base to reach the needs of many pupils in Kenyan schools and the region as a whole. We hold strongly the belief that an empowered pupil who is able to read and understand at an early age, has been given a lifelong learning opportunity. It's from this belief that we strive to ensure as many schools as possible adopt this method. However, our capacity to meet many schools is limited, hence the reason why we start small and expect that as the results are seen we can expand gradually and impact positively on the lives of many pupils in the schools we operate. We believe schools are literate communities and cannot accept the scenario in our schools in Kenya today. That's why we have aggressively launched this major program. Kindly join us to make this a success.

“School based libraries help teachers teach and children read”
For donation kindly contact:
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www.abcproject.nl

Library of Congress Opens Its First Center for Young Readers

By John Y. Cole

For the first time in its 209-year old history, the Library of Congress has opened a space devoted to the reading interests of children and teens. Located in the Library's historic Thomas Jefferson Building, the center is the latest in a series of outreach projects to the nation's youth organized by the Center for the Book in the Library of Congress.

Librarian of Congress James H. Billington welcomed a group of young people, parents, and others to the new Young Readers Center on Friday, October 23. “We want you and other young readers to have a place where you can learn about the wonders of your nation's library and the world of books,” Billington told the children gathered in the center. With the help of Mrs. Billington, he began by introducing the children to a family favorite, “Moomin Troll,” a Finnish fairy tale from which he read excerpts.

U.S. Congresswoman Debbie Wasserman Schultz from Florida and her three children, and Congressman Robert Aderholt from Alabama and his young son also helped open the new center.

Award-winning writer M.T. Anderson, who writes books for both children and teens, was a special guest. The author of such acclaimed and popular books as “The Astonishing Life of Octavian Nothing, Volumes I and II (Candlewick Press) and “Me, Alone, at the End of the World” (Random House), he appeared at the Library's 2007 National Book Festival. Anderson recalled that as a child he understood that he was part of a “lineage of American readers” when he saw on library book-check-out cards the names of others who had come before him. He also talked about how libraries can transport readers of all ages to different times and places. “Libraries are time portals,” he said. “They can take us back into the past and into the future. They can take us to different worlds, worlds we wouldn't know, people we wouldn't understand.”

In response, Librarian of Congress Billington said he hoped the Young Readers Center would serve the same purpose: “We've got lots of books to open lots of windows that will let you use your imaginations in lots of ways,” he told the young visitors.



The center is a unique space in the Library of Congress where adults and children can enjoy books and reading together. All young people need to be accompanied by an adult. Visitors to the center may choose to read a book from an up-to-date collection of noncirculating titles, including award-winning volumes and a wide selection of classics and popular family favorites; in the center they can either read aloud to each other or find a quiet spot for personal reading. They also may browse the web's kid-friendly sites, or participate in presentations or programs especially designed for young readers. The center's media room provides opportunities for visitors to view webcasts of more than 100 outstanding National Book Festival authors (2001-2009) of books for young people, each talking about reading, writing, and illustrating books for children and young adults.

The Young Readers Center is the new centerpiece in the Center for the Book's expanding program of youth outreach. The center also oversees a project in which a U.S. National Ambassador for Young People's Literature (www.childrens-bookambassador.com) is named every two years by the Librarian of Congress to be a spokesperson for the importance of reading in the lives of young people. Author Jon Scieszka was the National Ambassador from 2007—2009, participating in reading promotion events across the country, particularly National Children's Book Week in the spring and the National Book Festival in the fall. In early 2010, the internationally-known children's author Katherine Paterson became the second author to be named to the post.



LIBRARIAN OF CONGRESS JAMES H. BILLINGTON SPEAKING TO STUDENTS AT THE OCT. 23, 2009 OPENING OF THE YOUNG READERS CENTER

The Center for the Book also oversees the new website at www.Read.gov, which provides reading resources especially for kid and teens (as well as for adults, educators, and parents.) A highlight of the site is the exclusive episodic story called “The Exquisite Corpse Adventure.” A new episode and illustration appears every two weeks. Some of the best U.S. authors and illustrators for young people are each writing a chapter or providing an illustration for the year-long story, which began with a chapter from Jon Scieszka and will conclude in Sept. 2010 with a chapter from Katherine Paterson.

The idea behind the Young Readers Center is not a new one for the Library of Congress. In 1897, the Library moved from its crowded rooms in the U.S. Capitol into its spacious new building, today called the Jefferson Building. In his 1898 annual report, John Russell Young, Librarian of Congress from 1897 until his death on Jan. 17, 1899, announced that he was creating a separate “a juvenile library” for children since the since the Library of Congress did not admit those under age 16 into its reading room. To Young, it “seemed a hardship to deprive

children at the outset of their lives of what may be a precious opportunity in the bending of the mind toward knowledge.” Sadly, Librarian Young died before the plan could be fully implemented. His successor, Herbert Putnam, Librarian of Congress from 1899 to 1939, decided against a separate room for children in the Library of Congress soon after Andrew Carnegie's 1899 offer to provide funds for a public library building for the District of Columbia; in Putnam's view, the new public library's popular educational service would “render such a special department in the Library of Congress unnecessary.”

Although the Library of Congress still requires that users of its 21 reading rooms be 16 years of age or older, there is no such requirement in the Young Readers Center. In the 1990s, Librarian of Congress James H. Billington began advocating a new educational role for the Library, one that would take full advantage of the institution's new presence on the World Wide Web and the success of the Library's National Digital Library, which he initiated in 1995. One result was an emphasis on developing and cultivating a new audience (and future constituency) of young people; the new Young Readers Center is an important step in that direction.

Zimbabwe Public libraries: Raising a nation of readers through reading

by Collence . T. Chisita

Introduction

The public library system in Zimbabwe has been in existence since the time when the first white settlers arrived in the country in 1890 and established public libraries to cater for the recreational use of the white settler communities. The history of public libraries in Zimbabwe is anchored in colonialism since most of the important Public libraries in Bulawayo , Gweru , Mutare and Harare were founded between 1890 and 1902 These libraries were initially meant to provide for the information needs of the privileged settler community but however after independence in 1980 the library movement began to grow proportionally to the development of residential communities because of the established policy to build a public service wherever a neighbourhood was set up.

Background of Harare

The *Tabex Encyclopedia Zimbabwe* notes that Harare is the capital city and the largest city in the country which also serves as the government, administrative and main point of the country's road, rail and air services.¹ It is Zimbabwe's largest city and its administrative, commercial, and communications centre. The city is a trade centre for tobacco, maize, cotton, and citrus fruits. Manu-

factures include textiles, steel, and chemicals, and gold is mined in the area. Harare is situated at an elevation of 1483 meters (4865 feet) and its climate falls into the warm temperate category. The Harare Province has a population of 1896134 with 1,400000 in its metropolitan area according to a *2002 Census Report*. Harare is a multiethnic society comprising of ethnic groups from neighbouring Southern African countries as well ethnic groups from as far as United Kingdom and United States of America.

Public Library systems in Harare

Currently Harare has two library systems namely the Harare City Libraries catering for the low density areas and the City of Harare Libraries catering for the high density libraries. The Public library system and services in Africa have not been developed in a manner that integrates them with the socio-economic and political conditions of the societies in which they operate. ²This is as a result of the fact that many of these public libraries appear to be alphabetised, print oriented and print driven and since they have not integrated local oral traditions to complement the written books. This will help to make these crucial institutions vibrant and relevant to local needs.

Literacy and development

Greaney notes that one of the most important steps a country can make to improve its economy and increase personal growth opportunities for its people is through providing quality education.³ Quality education is characterized by literacy because without literacy people will not be able to access to participate in socio-economic programmes. Goody and Watt view literacy as the greatest breakthrough ever made by human beings because it radically altered trade , economic , as well as human or socially interaction.⁴ Literacy is a basic human right which helps one to expand personal choice ,gain control over one's environment and helps to facilitate collective action. Nations all over the world have realized that to tolerate pockets of illiteracy and under- education is tantamount to tolerating wastage of human talent which can be purposefully used for societal benefit.

Moyana notes that Zimbabwe invested in much human and material development of education from independence in 1980 and currently the literacy rate stand above eighty percent.⁵ Many innovative ideas have been explored to improve the quality of education, with particular focus on reading literacy. However the



adoption of the economic structural adjustment programme after 1990 seriously impacted on the tremendous progress made in promoting a higher literacy rate.⁶ The idea of promoting a reading culture in Africa is critical in improving the level of participation in socio-economic and political issues and promoting social inclusion.

Popularising reading through libraries

Reading and Literacy are critical areas that cannot be ignored because without them it would be difficult to overcome poverty and underdevelopment. Bamhare notes that reading and literacy is a fundamental weapon of education.⁷ Krolak notes that internationally libraries are dedicated to providing free and equal access to information in various forms ranging from print to non-print.⁸ The writer views libraries as socially responsive and responsible institutions whose mandate is to ensure that there is free, fair and equitable access to information with specific reference to the marginalized communities in society. The idea is to promote the development of an inclusive society where everyone has the equal right to participate fully in all aspects of human life without fear from any form of discrimination or intimidation.

Book Fairs and Book Development councils

Zimbabwe is home to Southern Africa's most popular international Book Fair which is held every year during the first week of August in Harare Gardens. This crucial event draws participants

from all over the world including the Southern, and eastern African region. The Book Fair rotates between the major cities of the country namely Harare and Bulawayo. These events draw a sizeable crowd of readers and bibliophiles. The Zimbabwe International Book Fair provides a platform for librarians, writers, illustrators, publishers, book sellers, readers and other stakeholders to interact freely and share ideas on books and reading.

This event has however been affected by the hyper-inflationary environment that characterized Zimbabwe's economy for the past years, even though the coming of the inclusive government and use of multicurrency has helped to restore normalcy and provide a solid basis for the retake of the Zimbabwe International Book Fair.

The Zimbabwe Book Development Council headed by Mrs. Miriam Bamhare has done quite well in promoting book development as well as literacy and reading. It helped in supporting collection development in schools and local publishing through its donor funded programme to support school libraries with book vouchers to purchase locally published books. However the Book Council has since folded dealing a seriously blow on book development. There is an urgent need to resuscitate the moribund Zimbabwe Book Development Council because reading and literacy is to Zimbabwe what blood is to the human body. The ZBDC helped to harmonise book production and consumption through engaging all stakeholders on the way

forward in ensuring that Zimbabwe develops into a nation of readers. Libraries were drawn in to these discussions because it was felt that through libraries a sustainable reading culture would be maintained. The ZBDC Also engaged government and lobbied for schools to ensure that they would employ librarians, however all these efforts were affected by the economic problems.

Reader development

Usherwood and Toyne noted that through reading fiction the reader finds an avenue to escape from the dullness of everyday life to the excitements of other worlds and the joy of aesthetics well as relaxation and improved literary competency.⁹ The two writers also note that literature has immense potential as source of self development that enables one to learn more about one's own beliefs and values as well as other people's values and beliefs.¹⁰ The Greek Philosopher Aristotle viewed literature as having a therapeutic effect in that through catharsis the reader is purged off all stress and emotions and left more inspired in life and libraries were viewed as those indispensable institutions that housed "... medicine for the soul..."¹¹ Human beings are distinguished from other animals because of their ability to engage in creative activities like reading and analyzing texts.

Lewis Smith a columnist for the *International Express* quotes education experts who advocates that children should be encouraged to read material that is inspiring and stimulating and

this can range from trash novels and autobiographies of popular personalities 11 Rodda notes that there is need for teachers to be innovative in prescribing reading materials for children. It is imperative that the concept of reading should be inculcated in the minds of children at a younger and tender phase of their physical and psychological development .This is why experts on reading recommend that the prescription of reading action-packed novels which will help readers to move on to other literature, including ones they might currently ignore, such as poetry.

The argument is that heroic or heroine people make interesting reading for children and that this could be used as a starting point to the full metal development of any child. It has been noted that engaging with young people required radical innovation, because they require something new and something stimulating and eventually they will internalize the reading culture. Carlsen a professor of English Education at the University of Iowa noted that individual readers progressed from sentimental romances, cheap adventure stories through popular contemporary works to books that are acknowledged as great and noble. 13 The late Tanzanian President noted that any book is better than having no book at all because gradually a reader graduates from trash to serious literature through time

Conclusion

Generally Zimbabweans are literate people who value reading and libraries. It is imperative that libraries, book councils publishers, academicians and local authorities



YOUNG CUTTING HIS TEETH AT A PUBLIC LIBRARY, CHILDREN SECTION



GIRL POWER! EMPOWERMENT THROUGH READING

and writers should work together to encourage reading for leisure and relaxation apart from reading for utilitarian reasons. Despite the economic hardships Zimbabweans continue to invest in education and maintaining a high level of literacy in all respects. However there is need for a fundamental rethink on the part of librarians with regards to increasing library patronage across all ages. There is also a strong need for publishers and writers to consider taking a pro-active part in local content development in the creative arts so that people can access material in various media formats and convenient languages. The future for reading and literacy is quite brighter considering the value that the nation places in reading as a purposeful activity.

Collence .T.Chisita is a correspondence member for the IFLA section on Literacy and reading. He is currently the Head of Faculty at Harare Polytechnic Library School.

Report on the 6th Pan African Conference on Reading for All

Dar es Salaam, Tanzania August 10-14, 2009

Gwynneth Evans

Background

More than 600 participants from 34 countries in almost every part of Africa and from Europe and North America joined forces in Dar es Salaam at the 6th Pan African Conference on Reading to: promote professional development opportunities for African educators; share best practices on literacy practice and research; and establish professional networks and collaborative linkages to enhance sustainable educational reforms.

The overall theme of this year's four-day conference was 'literacy for community based socio-economic transformation and development', a topic broad enough to bring together literacy experts from many allied professions: lecturers, teachers, researchers, librarians, publishers, booksellers and public policy makers.

Following the traditions established at previous biennial conferences (South Africa 1999, Nigeria 2001, Uganda 2003, Swaziland 2005 and Ghana 2007), the programme consisted of over 200 plenary sessions, papers, workshops, poster sessions, special cultural events and tours. Most events took place at the University of Dar es Salaam. The programme is undertaken by the International Development Committee for Africa, the leadership of African councils of the International Reading As-

sociation and by the Local Organizing Committee within the host country. Intimately involved as co-sponsors were the Children's Book Project for Tanzania and the Reading Association of Tanzania. As CODE is a partner of the Children's Book Project, this Canadian agency assisted its partner by providing funds for an assistant and Judith Baker of the U.S.A gave generous voluntary support to the organization of this large and complex initiative. The Pearson Foundation and other contributors from the private, public and not-for profit sectors, too many to name, provided financial and in-kind support.

The programme was very full and inevitably the participant had to make choices. Language was one element of choice. There were French and Swahili concurrent sessions; while the plenary sessions were in English, Swahili summaries and explanations were made, as Swahili is the official language of Tanzania and many local teachers and students were present.

Highlights

Two plenary sessions

The main plenary speaker was Ngugi wa Thiong'o, the well-known Kenyan novelist, theorist of post-colonial literature and Di-

rector of the International Center for Writing and Translation at the University of California, Irvine. He is a person who believes strongly in the primordial importance of mother tongues and the need to give place in print to all languages. Distinctive language and literature in mother tongue provide identity, direction and confidence to its people. Ngugi wa Thiong'o is not against young people learning several languages, but he is critical of the dominance of European languages and the undervaluing and disappearance of local languages in every part of the world. His address may be found at: <http://www.africafocus.org/docs09/rfa0909.php>.

The Launch of a Literary Prize for Young Adult Literature

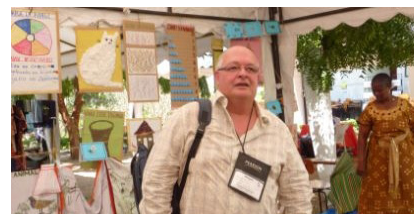
The Burt Award for African Literature is a new literary prize that recognizes excellence in young adult fiction from Africa. Sponsored by CODE through the generous contributions of Canadian patron Bill Burt, the award addresses an ongoing absence of relevant, quality books for young people while at the same time promotes a love of reading and learning in Tanzania. The award consists of up to three cash prizes totaling \$21,000 CAD and a publishing contract for winning



PAN AFRICAN CONF RAY DOIRON AND MARLENE ASSELIN IN THEIR WORKSH



KATE PARRY AND COLLEAGUES FROM UGANDA



RAY DOIRON IN THE EXHIBITS

submissions. Winning titles will be distributed to schools and libraries throughout Tanzania.' The three Tanzanian authors were presented with their awards at a ceremony during the conference. The next series of awards have been announced in Ghana. For further information, visit: <http://www.codecan.org/en/get-involved/bill-burt-prize>

Examples of Two Practical Sessions

Kate Parry (a professor at Hunter College, City University of New York and the editor of two volumes from the Uganda Pan-African Conference in 2003) and some of her colleagues from the Uganda Community Libraries Association gave an exciting and practical colloquium on 'an Infrastructure for Development: Community Libraries in Uganda. The speakers described the contexts in which they work and the collections services they supply in response to the needs of their particular community. Together this diverse group of colleagues is able to provide training and advice to each other and to col-

leagues, increase their collective buying power and advocate authoritatively to various levels or government. For many of these library managers, this was their first opportunity to visit another East African country and participate in a professional conference. They made a fine impression and provided a strong model for other groups.

Canadians were well presented in Dar es Salaam. Two university professors, including Ray Doiron, a member of the Standing Committee, presented an interactive workshop on 'Creating a Culture for Reading'.

Research and Practice

Professors and students from many countries presented their research findings and raised issues that stimulated conversation and exchange. Many of the topics focused on the teaching of reading and teaching of teachers to encourage reading; others gave the results of the stimulation of reading in schools and libraries; and the use of technologies in increase and support a literate

environment.

Resolutions and Recommendations

Each conference strengthens, in its own particular way, the opportunities for pan African professional development and the building of multidisciplinary professional networks, local, regional, continental and international. Some of the highlights of the Tanzanian experience can be gleaned from the resolutions. There is an important emphasis on increasing the availability of children's and adult reading materials; the support of writers and publishers in African languages; the need for greater government support for adult literacy and more effective training for teachers of literacy and reading.

Conclusion

Congratulations are due to all the organizers, speakers and participants. The event was lively, instructive and full of opportunities. In two years' time, friends and colleagues will meet again in Botswana.

LitCam Conference at the Frankfurt Book Fair 2009

Lisa Krolak, Head of Documentation. UNESCO Institute for Lifelong Learning

From 12 to 13 October 2009 the Frankfurt Book Fair hosted the 4th International LitCam Conference in cooperation with the UNESCO Institute for Lifelong Learning (UIL), the Federal Association for Literacy and Basic Skills, Rearden Educational, and other partners.

The LitCam (Frankfurt Book Fair Literacy Campaign) aims to support literacy, basic education and media literacy in developing countries as well as functional and media literacy in industrialised countries. This year's conference, which was continuously attended by about 50 people, focused on "Literacy and Media".

Following the welcoming notes by Jürgen Boos, director of the Frankfurt Book Fair, Ulrike Hanemann, coordinator of the literacy cluster of the UNESCO

Institute for Lifelong Learning, welcomed the audience on behalf of UIL. "Literacy", she said, "is a core prerequisite to lifelong learning and hence for development of society. It makes an important difference to people's lives – especially for women." Since media are an important part of a literate environment, Ulrike Hanemann advocated for further research and development on media in the field of literacy.

The keynote speech was held by Brij Kothari, founder and president of the NGO Planet Read from India. Planet Read distributes popular music sequences of Bollywood movies with subtitles in the same language (Same Language Subtitling, SLS). Although India estimates 650 million literate people, more than 300 million of them have low levels of

formal schooling and severe difficulties in reading and writing. The SLS method, which is similar to karaoke, reaches out to 300 million viewers all over India by audiovisual broadcast including about 200 million estimated weak readers and audiences from all ages (survey in 2006). The impact has been documented by panel research, showing that school children who used the system improved their writing skills by 37% compared to those who did not watch subtitled movies. For adults the effect was less, however still notable. The project currently offers SLS programs in ten languages (www.planetread.org). Other activities of Planet Read include children's books in animated stories with same language subtitles in up to 21 languages translated by volunteers (www.bookbox.com) as well as a highly developed computer game which is designed as a soccer game quiz to practice financial literacy (www.financialsoccer.com).

The afternoon session of the LitCam Conference was dedicated to the presentation of three projects from different continents.

Sandra Obiako, founder and Executive Director of the Nigerian NGO Communication for Change, presented the project "Ready or not?" The project supported young Nigerians to produce radio and television pro-



SOME OF THE PARTICIPANTS OF THE LITCAM CONFERENCE
(PHOTO: SANDRA OBIAGO)

grams telling fictional stories that are, however, very closely linked to the young people's living environment. The stories address life skills, and deal with subjects like HIV/AIDS, early marriage, ethnic or religious intolerance as well as the gap between rich and poor.

Tom O'Mara, distance education co-ordinator of the Irish National Adult Literacy Agency (NALA), presented NALA's e-learning program. Addressing people with 'spiky profiles', meaning those who lack skills in one area (e.g. writing) but master other areas (e.g. numeracy), the distance learning portal www.writeon.ie tackles a variety of obstacles for people to access adult education. Taking a three steps approach the program comprises TV and radio series and clips, information via free-phone support and learning opportunities on the e-learning portal supported by home based tutors. Through this, individual learning needs are addressed. Writeon.ie is part of the National Framework of Qualifications which allows learners to acquire acknowledged learning credits for their online learning success. The design of the website was inspired by the German portal ich-will-lernen.de which was developed by the Swiss e-learning developer Avallain (www.avallain.com/basicskills).

Said-Musa Samimy from the radio broadcaster Deutsche Welle Afghanistan presented "Learning by Ear", a program currently being established to address the learning needs of a young audience of 12 to 20 years, focusing on girls in Afghanistan. Subjects will include drugs, gender equal-



ity, political education, notification and tolerance. Radio is a very common and cheap medium in Afghanistan. Over 50% of the people regularly listen to the radio, mainly Deutsche Welle which enjoys a good reputation for its independent journalism. After the test phase Samimy expects the program to show comparably successful results as there have been with similar programs in Africa.

Sandra Obiogo, Brij Kothari, together with Namir Hanna, Managing Director of Rearden Educational, and David Gerson, producer with Nick Wechsler Productions Los Angeles, joined the concluding panel session titled "Nollywood, Bollywood and Hollywood – and Literacy". The discussion focused on possibilities to use media for advocacy and distribution of Literacy and Basic Education. To give an example, in 2006 the Indian movie industry of Bollywood featured 1,091 video productions, Nollywood (i.e. Nigerian cinema) followed with 872 productions and presumably the world's most famous Hollywood cinema delivered only 485 productions. David Gerson pointed out that producers show a strong interest in promoting literacy: if people read more books, they might also be more likely to see the respective movies.

Six back-to-back workshops ses-

sions on the second day of the conference showcased media-based literacy promotion and provision. Some interesting good practice examples included:

- NALA's distance learning program "The Really Useful Guide to Words and Numbers": www.rug.ie combining television learning programs and website support.

- The TV-series "Written off?" (www.writtenoff.ie), a documentary on the life and learning progress of adult literacy learners attending a 6-weeks literacy program directed by NALA.

- The Google's literacy project (www.google.de/literacy) in which UIL is cooperating partner providing information and discussion forums on their portal.

All in all, the usage of media/ICT seemed to be widely acknowledged by the participants as an effective complementary tool to promote and support literacy/basic skills acquisition. In a broader context media had been very effectively used for communication campaigns. Using participatory media approaches have proven to be highly successful in 'getting the message across', particularly in TV/Radio-programs where learners or people, who are personally involved are given a voice. Two outstanding examples presented in the workshops were Sandra Obiogo's documentary on



female genital mutilation which contributed to a change in Nigerian policy and her film about Nigerian widows which led to a widespread discussion on human rights abuse against women whose husbands perished.

During the Frankfurt Book Fair from 14 to 18 October one part of the educational section was reserved for the LitCam Lounge. International literacy projects were given the opportunity to present their outcomes at stands. The UNESCO Institute for Lifelong Learning presented information about its general work, the Literacy Initiative for Empowerment (LIFE), the documentation center and library, publications and the research network 'alphabund' on adult literacy in Germany funded by the Federal Ministry of Education.

UNESCO Institute for Lifelong Learning/Sabine Karwath, Björn Otte



UIL'S STAND IN THE LITCAM LOUNGE
(PHOTO: UIL/BJÖRN OTTE)

WLIC: 75th IFLA General Conference and Council, Milan, Italy

Minutes of the Standing Committee of the Literacy and Reading Section
Saturday 22 August 2009 & Tuesday 25 August 2009

In Attendance:

Ivanka Stricevic (Chair), Elena Corradini, Gayner Eyre (Minutes), Lesley S.J. Farmer, Leikny H. Indergaard, Virginia Walter, Marian Koren

Observers:

Collence T. Chisita, John Y. Cole, Corrado Di Tillio, Ruth Maspin, Mariétou Diongue and Maureen White

Apologies for absence:

Robert Sarjant, Alec Williams, Sook Huen Lee, Brioni Birdi, Elke Dreisbach, Elsa Ramirez

1. Introduction

1.1. These minutes are a record of two meetings, held on Saturday 22 August and Tuesday 25 August 2009. The agenda spanned the two meetings.

1.2 The chair welcomed John Cole, Director, Center for the Book, Library of Congress. John informed the group of the introduction of the Young Readers' Section which is to be opened soon at the Library of Congress. The chair also welcomed Collence T. Chisita from Zimbabwe who joined the meeting as an observer for the first meeting.

The Chair also welcomed the following observers at the second

meeting: Corrado Di Tillio, Ruth Maspin, Mariétou Diongue and Maureen White

1.3 Ivanka outlined our duties to attend meetings and asked for help with activities. She asked the more experienced members to assist newer members.

2. Approval of Agenda

2.1 The agenda was distributed and approved.

3. Elections of Officer

3.1. It was noted that members leaving are eligible to vote in the election of officers. The Chair called for nominations. The following officers were appointed

Chair: Ivanka Stricevic

Nominated by: Virginia Walters
Seconded by: Lesley Farmer
Ivanka was unanimously elected.

Secretary: Gayner Eyre

Nominated by: Ivanka
Seconded by: Virginia Walter
Gayner was unanimously elected

4. Elections of Treasurer, Information Officer and Newsletter Editor

4.1 Brioni Birdi was re-appointed as Information Officer.

Leikney H Indergaard will continue as Newsletter Editor (after a successful first year).

Two appointments were made as Treasurer: Ivanka was appointed as Treasurer; taking care of Administrative Fund and reports, and Gaynor to be responsible for the Project Fund.

5. Minutes of the previous SC meeting in Quebec 2008

5.1 The minutes of the meetings in Quebec 2008 were approved.

6. Reports from Chair/Treasurer

6.1 It was reported that between the Quebec to Milan IFLA conferences, all planned projects, and more, had been achieved.

6.2 Six new members had been added to the Committee for this Section, bringing the total to 15. (The Chair informed the meeting that the minimum membership for a section to be viable is 11. If there are fewer members than this it becomes a Special Interest Group). The names of the members are listed in the Newsletter. The Standing Committee may appoint up to 5 corresponding members. Corresponding members may act in an advisory capacity but have no voting rights and cannot be counted as Quorum.

6.3 Two meetings were held in Quebec, but no Media meeting. The question was asked as to whether the Media Meeting should be held in March. The Committee worked on conference session for Milan together with Information Literacy Section. The Committee had received 56 proposals for speakers, 7 chosen + keynote. There had also been a good response for the call for papers the pre-conference in Rome, prepared with Children and Young Adults Section. Nineteen proposals were received, seven of which were chosen, plus invited keynote speakers.

6.4 The website has been finished. Ivanka has also created a publicity leaflet for the Literacy and Reading Section and ask for translations in other IFLA languages.

6.5 Projects

No funded projects in 2009. Few ongoing projects – see item 11.

The Pan-African conference was held in Dar-es-Salaam. Gwyneth Evans is to write a report on this conference for the Newsletter.

6.6. Financial Report

There are two funds, The Administrative Fund and the Project Fund.

In the first case, each year 325 euros are allocated for administrative issues. The money has to be

spent by the end of December. Last year's fund was spent on producing a leaflet. The Chair's report is available on the Website. There are now 60 members of the Section – 10 more than the basic requirement. A second fund is available for projects. Section has no funded projects in 2009.

The Committee needs to work on recruiting new members of the Section. We also need to make clear that there are benefits of being a member. Ivanka exhorted us all to think about ideas for this and to consult IFLA membership toolkit.

7 Secretary's report

7.1 This had been circulated on email and there were no comments.

8 Report from Newsletter Editor

8.1 The Editor thanked everyone for information on the Newsletter. There is always a need for copy for the Newsletter. The Newsletter editor asked everyone to provide her with new articles etc.

8.2 Gayner was asked to prepare a report on the Rome pre-conference, and to find some pictures for Newsletter.

9. Report from Information Co-ordinator

9.1 A report from Robert was received. Shortly before the IFLA conference, Robert changed the Web content. The New Co-ordinator to be asked to investigate new developments in social networking.

10. Report from CB meeting

10.1 Information on the new structure is available on the IFLA Web page. New instructions were received for badges to be worn at all times.

11. Reports on projects

11.1 It was reported that the publication 'Reading promotion programmes from around World' project was not accepted because of The Children's Section database with IBBY (MoU). A small group, which included Gwyneth and Robert, met with several users to talk about a database on reading programmes (for all, not just children). The PC said that projects were too similar and money awarded to Children's Section. The Chair asked the Committee to think about new projects, particularly involving research.

11.2 The 'Statement on Children and Internet' was produced together with Children's Section. It concentrates more on the information rights of children.

11.3 Under the Memorandum of Understanding, representatives of IBBY and IRA do not have to pay reg-

istration fee and vs. for our representative on their conferences. It would be worth thinking about involving them more in the programme, although how this could be put into practice needs thinking about. Ivanka will keep us informed about developments on the database. Gwyneth and Robert are already on that Group. Ivanka asked for volunteers. Names were required before the end of the IFLA Conference. Lesley accepted to join the group.

11.4 There are a number of on-going projects:

11.4.1 Collection of Conference papers and mounting on Reading. Section Website.

11.4.2 A paper had been prepared by Ellis Vance for IBBY on partnership and distributed via IFLA listserv. Ivanka to send out on Web.

12. Milan conference

12.1 Ginny was thanked for her work on Monday's programme. Ginny outlined plans for the joint session with IL Section. Duties were allocated 10 'table hosts' had been allocated – tight schedule.

13. Report from Pre-conference held in Rome- 19-20 August

13.1 Gayner Eyre had prepared a verbal report. Time constraints did not allow for a very substantial report, so a written report will be attached to the minutes, plus an article for the Newsletter.

14. Working Groups for Conference planning and for future projects

14.1 Ivanka informed the Committee about pre-conference for next year. Plans for the conference need to be in place by November 2009. Leikny proposed a joint conference in Oslo with the Library services for people with special needs (dyslexia). Main programme in Gothenburg to be discussed and agreed with Multicultural Section.

15 Proposals for Projects 2009-10

15.1 Discussion took place on proposals for projects 2010. Suggestions included research on what works and what doesn't work in encouraging and promoting reading. Ivanka noted that she would like to have a working group work on this. Ray, John and Lesley will work on concrete proposal. Approval from PC needed.

16 Strategic Plan updates and Development of Section's Priorities 2009-10

16.1 The Strategic Plan was discussed. Committee members were asked to look at the Plan and possi-

ble projects etc.

16.2 Virginia asked about IFLA Reading Manifesto: Ivanka said that Reading Section was invited to contribute – central theme was reading in age of the Internet. Ivanka asked who was running this – told it was IFLA not the Sections – all Sections should. No need to discuss but members exhorted to read.

16.3 Update on the Goals of the Strategic plan (numeration relates to numbered points in the Strategic Plan):

1.1 *To distribute, demonstrate and promote the use of the brochure "Library-Based Literacy Programs: Some Practical Suggestions"...* The brochure is available online. Members of the Committee were asked to look and make comments to either Gayner or Ivanka.

1.2 *To mark the UNESCO Decade of Literacy (2003-2012) and to promote the contribution and recognition of libraries in research and in the development and practice...* It was agreed to make a link on the RS Website to the Unesco Decade of Literacy (2003-2012)

2.1 *To work on the Publication of International Best Practices in Reading Promotion Activities...* Noted that the Committee felt that Reading Promotion should be for all, adults, children, young adults people with special needs etc. The Plan should be revised to include these groups.

2.2 *To identify and encourage the sharing of research and best practices in the sponsoring of appropriate literacy and reading events and celebrations...* Robert has re-arranged the Website and it is now much better. The IFLA website has also been re-arranged, and sections can use the framework. It was noted that when members of the committee give papers, these should be linked to the Website. It was suggested that a calendar of events be added to the Website. The information Officer would be asked to do this: a note to be sent to Briony

The Committee felt that IFLA in general should be more visible. Ray to put a paper together on visibility and marketing

2.4 *To plan and organise Satellite meeting, The Pre-conference in Rome 2009* This has now taken place and can therefore be eliminated

2.6 *To encourage the participation of members of IRA and IBBY and publishers and literacy agencies in the South African conferences ...* This item to be eliminated

2.7 *To promote, in cooperation with the Center for the Book in the Library of Congress, the Russian libraries and the British Council, their*

reading promotion "handbook" that illustrates and describes good ideas for promoting reading from around the world... This has already been done already done, so can be eliminated from plan.

3.1 *Building on the Section's 2001-2002 survey of reader-centred services in public libraries, support extending the research and research methodology to Latin American libraries, in cooperation with the Latin American Section...* This item to be eliminated and joined with item 2.7 - John Cole to pursue

3.2 *To continue and strengthen the "Reports on Current Research in Reading and Literacy" column in the Section on Reading Newsletter...* This to continue and Lesley Farmer to take responsibility for this.

3.3 *To ensure that the papers presented at the Conferences in Quebec and Milan are available on web ...* Briony to be responsible for this.

3.4 *To continue the development and implementation of a joint research project with the International Reading Association (IRA)...* This project is completed so should be eliminated from the Plan.

3.5 *To explore opportunities for joint training and cooperative projects among members of IRA, IBBY and other relevant organizations and partners.* This should stay as ongoing.

16.4 Additions to Actions in the Strategic Plan (Sections 3 and 4).

The following suggestions were made:

16.4.1 More emphasis on research and raising ideas for research. It was noted that more action research and evidence based practice should be encouraged. It was felt important that research should inform practitioners how to engage in the promotion of literacy. The following actions were agreed:

16.4.2 John Cole to write to write a page on this

16.4.3 A small working group, comprising John, Ray, Marion and Lesley be set up. Ivanka asked for a clear proposal with costings by October 15 2009

16.4.4 Ivanka invited Committee members to make any additional comments on the strategic plan by 15 September 2009

17 Milan Conference Evaluation

17.1 The Session was successful; with more participants than seats available. The Moderators for each table were asked to write brief notes about table discussions and send to Gayner Eyre.

18 Conference Planning for Gothenburg 2010

17.2 It was proposed that the programme for Gothenburg be devised in conjunction with the Multicultural Section. A working group comprising: Ginny, Elena, and Elke was established to organise the session together with representatives from the Multicultural Section.

17.3 The pre-conference is to be held in OSLO. The sates are not yet fixed. Leikney will be the link person for this. Leikney to work with Gayner. Ivanka to link with Special Needs Section. Gayner offered to work with people on autism.

19 Selection of papers for IFLA Journal

19.1 The Committee proposed that Susie Andretta's paper be selected

20. Any Other Business

20.1 The following people were suggested as corresponding members:

Collence T. Chisita

Head of Faculty Library and Information Science
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Zimbabwe

John Y. Cole

Director, Center for the Book, Library of Congress
WASHINGTON DC United States

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Thomas Quigley

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20.2 The section is currently working on the Memorandum of Understanding. Robert will remain the link.

20.3 The Committee were informed that the papers from the pre-conference will be available online.

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