



Newsletter no 31 June 2011

The International Federation of Library Associations and Institutions
Section on Literacy and Reading



JUNE 2011

Chair's Note

Dear Colleagues,

Literacy and Reading Section this year celebrates 15 year anniversary. I am honoured that as its Chair for the past four years I had the opportunity to contribute to accomplishment of its mission.

After these four exciting and professionally challenging years my mandate as the Chair of the Section is ending. This rich and inspiring experience is difficult to put in words. I remember my first address of the members of the Standing Committee after the elections in Durban in 2007 when I promised we will work as a team. This was indeed so and I am grateful to the Committee members for their support and collaboration without which we would not have achieved as much as we did in the past four years.

These were the times when IFLA as an organization went through many changes for the better. New structures and procedures were established and communication through the website improved significantly. However, changes are not always easy to handle. Still, together we were able to focus our efforts towards accomplishing the mission of Literacy and Reading Section whose purpose is to promote literacy in libraries and to improve integration of reading research and reading development activities into library services for all citizens. We always tried to keep in mind that there are communities whose major concerns are literacy in the digital age and in digital environment, but that there are also those which are yet to develop basic and functional literacy.

In these past four years we changed the name from Reading Section to Literacy and Reading Section because literacy and reading are integral parts of each other. With our partner sections we organized two pre-conference (Rome, 2009; Oslo, 2010) and four conference programs (Quebec, 2008; Milan, 2009; Gothenburg, 2010, and San Juan 2011). We continued to publish and distribute Section's News twice a year, which was awarded the Best Newsletter of the year 2009 award, we updated our Section's web pages, collaborated with non-IFLA partners (International Board on Books for Young People), helped with organizing International Symposium „Reading links between generations“ (to be held in Tunisia in September 2011), and finally, this spring we published the Professional Report „Using Research To Promote Literacy and Reading in Libraries: Guidelines for Librarians“ which is to be translated to all IFLA languages by the end of this year.

In these four years we continuously worked on making this Section and IFLA more visible to librarians and information specialists in all kinds of libraries. We managed to keep a steady number of members and we significantly increased the number of the Standing Committee members and Corresponding members. Team work and sharing remain Section's key principles. I invite all who are interested in actively participating in the Section's activities to do so. I will continue to be a member of the section for the next four year period and I hope to be able to contribute to its growth so it can continue to be committed to research and the promotion of reading as a source of pleasure, information, and lifelong learning, and to the integration of reading research and reading development activities into library services for all. I wish you a warm welcome to the Conference in San Juan, Puerto Rico in August 2011. We promise to have rich and challenging programme.

Ivanka Stricevic

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



Editor`s note

Dear Colleagues

This is the first issue of our Newsletter in 2011, the year we can celebrate our 15 year anniversary as an IFLA Section.

As a part of this celebration John Y. Cole has written a review of the Section's history and developments to be published in the Newsletter. John Cole chaired the Section of Reading from 1997-2001. As a Section member, he served as editor of the Section's Newsletter from 1997-2008. Today he continues to serve the Section as one of its five Corresponding members. We are very grateful that he has done this important work.

Our program for IFLA 77th Congress in Puerto Rico, a joint program together with the section for National Libraries, is presented in the Newsletter. You will also find the schedule for the Section and agenda for our committee meetings here.

2011 has been a bit exciting because of the IFLA elections. We are happy that we can welcome several new members in our Standing Committee. The new members are invited to present something about themselves and their work in the Newsletter as an introduction, - so we can know a bit more about them. Our out-going members are also invited to write some words and reflections about the work in the Section.

In former issues we have given information about an important conference in Tunis about "Reading links between generations". This conference was planned in winter 2011, but because of the circumstances in this country at that time, the conference will now be arranged 21-23 September 2011 with a new call for papers in the Newsletter. We hope many of our members will be able to attend the international conference in Tunis.

We are always looking for good pictures to the Newsletter. This time we present our new poster at the backpage. And as a frontpage a photo from Ethiopia, from CODE (formerly the Canadian Organization for Development through Education) For 50 years CODE has supported organizations across Africa and the Caribbean to empower children to learn. More about CODE in our Newsletter no 27 and at www.codecan.org.

We hope many of our members will attend the IFLA Congress in Puerto Rico, and our meetings !



**Leikny Haga
Indergaard**
News editor

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World Library and Information Congress 77th IFLA General Conference and Assembly 13-18 August 2011, San Juan, Puerto Rico

**Programme of the Literacy and Reading and National Librarians Sections
„Beyond the United Nations Decade of Literacy: What libraries can do“
Monday, August 15, 16.00-18.00 Room 208**

This programme intends to invite maximum audience participation. The room will not be set up in a traditional auditorium manner. Instead, the audience will sit at round tables. Each speaker has a table and presents his/her paper to people around the table. After a keynote address given by Jānis Kārklīņš from UNESCO, the small group table discussions follow. Audience members will rotate to three different fifteen-minute presentations of their choice. Presenters will therefore be asked to repeat their presentation three times for three different sets of people.

Sessions structure:

Introduction: 15 min. Chairs of the Sections: Ivanka Stricevic (Literacy and Reading) and Martyn Wade (National Libraries)

Keynote (30 min.): JĀNIS KĀRKLIŅŠ, Assistant Director-General Communication and Information, UNESCO, Paris France) **Towards digital literacy – what libraries can do?**

Table talks -Three 15 minutes rotations of participants

1. ELSA RAMIREZ (National University of Mexico, Mexico, D.F., Mexico) **Mexico Reads: national program for the promotion of reading and the book**
2. MARIAN KOREN (Netherlands Public Library Association, The Hague, Netherlands) **Literacy beyond the curriculum: the strength of libraries - examples from the Netherlands**
3. MARIA APARECIDA ALVES DE OLIVEIRA (Universidade Federal de Viçosa, Minas Gerais, Viçosa, Brazil) **Traveling library: ecology of knowledge in promoting reading, information and social-environmental inclusion, in a playful manner**
4. COLLENGE. TAKAINGENHAMO CHISITA (Harare Polytechnic, Harare, Zimbabwe) **Role of public libraries in promoting literacy in Zimbabwe: challenges of sustaining a reading culture**
5. DIJANA SABOLOVIĆ-KRAJINA (Public Library Fran Galović, Koprivnica, Koprivnica, Croatia) **Reading and literacy: a way to the social inclusive library**
6. WILLIAM EVANS (The Norwegian Association for Adult Learning, Oslo, Norway), SANJANA SHRESTHA (READ Nepal, Kathmandu, Nepal) and BASU DHUNGANA (Nepal Community Library Association, Kathmandu, Nepal) **Sustaining literacy through libraries**
7. CAROL A. GORDON (Rutgers, The State University of New Jersey, New Brunswick, NJ, USA) **The role of the library in supporting the emerging literacy of adolescents: a transliteracy approach to summer reading**
8. ROSS J. TODD (Center for International Scholarship in School Libraries (CISSL), Rutgers, The State University of New Jersey, New Brunswick, NJ, USA) **From literacy to inquiry: a holistic approach to literacy development in selected Australian schools**
9. MICHAEL KEVANE (Santa Clara University, Santa Clara, CA, USA), FRANCESCA LEBARON and NICOLAS RUIZ (Friends of African Village Libraries, San Jose, CA, USA) **Summer reading camps in Northern Ghana: effects of camps and camp activities**
10. SOOK HYEUN LEE (National Library for Children and Young Adults, Seoul, Republic of Korea) **Korean national strategy for library development and reading promotion for children and young adults**
11. IRENA BOND, CAROLYN FRIEL and MONINA R. LAHOZ (Massachusetts College of Pharmacy and Health Sciences, Worcester, MA, USA) **Spearheading health information literacy in the community: the libraries as leaders**
12. MONIQUE ALBERTS (Philipsburg Jubilee Library, Philipsburg, St Maarten) **Promoting literacy and reading in the Dutch Caribbean**

Wrap up: 15 minutes



Reading link between generations: toward a more interdependent society Symposium 21-23 September 2011 Tunis

New call for papers

The Tunisian Federation of the Friends of the Library and the Book Association (FENNABIL) with the partnership of the IFLA literacy and reading section organize the International Symposium "Reading link between generations: toward a more interdependent society": 21-23 September 2011 in Tunis

FENNABIL and IFLA literacy and reading section invite interested persons to submit a proposal for a presentation on one of **this topics** :

- The "Society of solidarity", the activities of cultural mediation (librarians, teachers, animators ...)
- Solidarity and comprehension through books and the net may be a remedy to economic crises and cultural degradation.
- Intergenerational and intercultural reading
- Volunteers' interventions via cultural activities in favor of disabled persons.
- The implication of aged persons and pensioners in cultural institutions and libraries.
- Presentation of programs involving the elders in exploring the net thanks to the youth's accompanying.
- The appropriation of the NTIC by disabled persons thanks to mutual help.
- The activities of mediation and social insertion of handicapped persons through reading.
- Interactions between "texto" generation and "techno" generation.

The following schedule must be respected:

- 30 June 2011: Deadline for submitting a proposal for communication
- 15 July 2011: Notification of acceptance or rejection of the proposal.
- 15 August 2011: Deadline for submitting final papers
- 21-23 September 2011: The Symposium holding in Tunis
- March 2012: Publication of proceedings

Proposals should not contain more than 500 words (one page) and may be submitted in one of the following languages: French, English in addition to the host country's language "Arabic".

Proposals and applications for registration should be sent to: intergeneration.reading@gmail.com



Reading link between generations: toward a more interdependent society Symposium 21-23 September 2011 Tunis

Bref Appel à communications

La Fédération des associations des amis de la bibliothèque et du livre (FENAABIL) en partenariat avec la Section IFLA Alphabétisation et Lecture relance un appel à communication pour un colloque qu'elle organise à Tunis du 21 Au 23 Septembre 2011 sur "La lecture, lien entre les générations : vers une société plus solidaire".

Le colloque souhaite explorer et analyser les **thématiques suivantes** :

- La « Société solidaire », les activités de médiation culturelles remédient les crises économiques et les dégradations culturelle.
- La lecture intergénérationnelle et interculturelle
- Les interventions des bénévoles (des bibliothécaires, enseignants, animateurs, ...) dans les activités culturelles en faveur des plus démunis
- L'implication des personnes âgées et des retraités dans les institutions culturelles et les bibliothèques
- La présentation des programmes pour « Brancher les aînés » au net et des activités d'appropriation des Nouvelles Technologies de l'information et de la communication NTIC grâce à l'accompagnement des jeunes.
- Les activités de médiation et d'insertion sociale des personnes handicapées par la lecture.
- Interactions entre la génération « texto » avec la génération « techno » NTIC en faveur de la solidarité et la compréhension à travers le livre et le net

Les délais et dates sont les suivantes:

- 30 Juin 2011: date limite pour soumettre une proposition de communication
- 15 Juillet 2011: notification d'acceptation ou de rejet de la proposition.
- 15 août 2011: Date limite pour soumettre les textes finaux
- 21 Au 23 Septembre 2011: la tenue du Symposium à Tunis
- Mars 2012: publication des actes

Les propositions de communications, en français, anglais ou arabe, doivent comporter 500 mots maximum et être accompagnées d'un CV.

Elles doivent être envoyées par mél à : intergeneration.reading@gmail.com

IFLA's Section on Literacy and Reading: A History of its First Fifteen Years

By John Y. Cole, director, the Center for the Book in the Library of Congress

Since its creation in 1996, the Section on Reading of the International Federation of Library Associations and Institutions (IFLA) has grown slowly but steadily. Important milestones have been the adding of literacy promotion to its mission in 1999 and the change of its name to the Literacy and Reading Section in 2007. The size of the Section has grown from 28 members in 1996 to 55 members in 2011. Moreover, today it has 14 Standing Committee members and five Corresponding Members.

Chairs of the Section on Reading since 1996 have faced many challenges. In addition to the obvious needs for membership recruitment and continuing cooperation with other organizations (both within and outside of IFLA), each has had to strike a balance among basic Section activities, goals, and projects, each rooted in the Section's history. These include: reading and literacy promotion; encouraging research about reading, literacy, and the relationship of each to libraries; the reading habits and skills of children and young people; governmental literacy and reading policies; the role of books and reading in the electronic age; and the important relationship between excellent research and effective advocacy on behalf of reading, literacy, and libraries.

Fortunately, each of the five Section chairs since 1996 has not only represented a different country (and tradition), but also brought with them different approaches, skills, and experiences, all relevant to the activities and projects in the Section on Reading's ever-expanding strategic plan.

These chairs have been Valeria D. Stelmakh, reading research specialist, Lenin State Library, Russia (1996-97); John Y. Cole, director, Center for the Book, Library of Congress, USA (1997-2001); Catharina Stenberg, researcher and teacher at the Swedish School of Information and Library Services, Borås, Sweden (2001-03), Gwynneth Evans, retired from a 25-year career at the National Library of Canada (2003-07); and Ivanka Stricevic, a LIS faculty member at the University of Zadar in Zadar, Croatia, (2007-11).

IFLA established its Section on Reading in 1996 by bringing together its Round Table on Reading Research (established in 1995) with its Round Table on Children's Literature Documentation Centres. The Section's primary goal was to promote reading and literacy among librarians and to encourage research relating to reading and literacy problems. The executive committees of the two merged round tables endorsed the new arrangement and expressed their hope that the new section would have "close links" with the planning of the work of IFLA's new Working Group on Literacy, which also had been established in 1996. The executive committees also looked to a strong relationship between the new Section on Reading and IFLA's "eventual future Core Programme on Literacy."

Prior to the creation of both the Section on Reading and the IFLA Working Group on Literacy, several forces converged to put reading promotion and literacy on IFLA's agenda.

In 1989, IFLA sponsored a pre-conference in Paris on the topic of

public libraries and the illiteracy problem. To focus world attention on the problem of illiteracy, the United Nations declared 1990 as International Literacy Year. One result was the 1990 Education for All conference in Bangkok, to which IFLA and the American Library Association sent Lucile C. Thomas, an American school library leader. Literacy was the topic of an IFLA pre-conference in India in 1992 prior to the 58th general conference in New Delhi; in 1993 Lucile Thomas published her conference paper, titled "World Literacy and the Role of Libraries," in the *IFLA Journal*. At the IFLA conference in Havana in 1994, a new IFLA core programme for literacy and reading promotion was proposed and discussed. However at a joint meeting in 1995, the IFLA Executive Board and Professional Board rejected the core programme recommendation on financial and organizational grounds. Instead, the IFLA Literacy Working Group was created to study the feasibility of a major IFLA initiative to support literacy programs in libraries. A background paper for working group consideration (PB-DOC-11-95) was prepared by Professional Board member Winston Roberts.

At the Section on Reading meeting on Aug. 24, 1996, at the 62nd annual IFLA conference in Beijing, China, Secretary-Treasurer Shmeul Sever of Haifa University Library reported that the new section had 28 members. Moreover, on June 18-22 in Vologda, Russia, the section had co-sponsored a very successful conference, "Libraries and Reading in Times of Cultural Change." Under the leadership of project directors Valeria Stelmakh, chair of the Reading Section, and Pamela Spence Richards, chair of the IFLA

Round Table on Library History, the event attracted 65 scholars, librarians, and administrators from five countries.

In addition to the report on the Vologda conference, section members (representing Russia, Canada, France, Israel, Sweden, and the United States) also discussed the ongoing work on "Reading and Literacy: 1980-1995: An Annotated Bibliography," a project headed by Irene Sever of Haifa University Library.

On Aug. 28, the section hosted an "open meeting" to introduce itself and its projects to IFLA membership. An audience of approximately 60 attended and listened to presentations about specific areas of potential interest such as reading and literacy development in different countries and specific cultural milieus, the role of reading in child development and research in reading and literacy.

Valeria Stelmakh also chaired the new IFLA Working Group on Literacy; it too met for the first time in Beijing. At its Aug. 30 organizational meeting, the group decided that a survey of current conditions was needed as a first step in its assignment of recommending to IFLA a programme that would "support the promotion of literacy and the development of reading skills through libraries." Members were asked to survey specific areas of the world and if possible to complete their respective reports by the end of the year, sending them to the new Working Group on Literacy Secretariat in Israel.

The task proved to be more complicated than had been anticipated. In 1997, Valeria Stelmakh resigned as Working Group chair. Both the Working Group and its survey were reorganized. The IFLA Professional Board approved additional funding for the survey in 1998.

The final Literacy Working Group report was presented to the Professional Board at the 1999 IFLA annual conference in Bangkok. After discussion the board

decided to turn the report and its recommendations over to the Section on Reading "for whatever action it deemed appropriate." A summary of the report was published in the December 1999 (no. 9) issue of the Section on Reading *Newsletter*.

Valeria Stelmakh also resigned as chair of the Section on Reading in 1997; with my consent she nominated me as her successor and my duties began at the IFLA conference in Copenhagen the same year.

I had no previous IFLA experience, but had been promoting reading as the director of the Center for the Book in the Library of Congress since the Center's creation in 1977. Valeria and I had known each other since late October 1991, when each of us had represented our respective institutions at "The National Library in the Life of the Nation: The Lenin State Library and the Library of Congress," a three-day conference in Moscow. Moreover, the Center for the Book had provided a modest amount of financial support for the June 1996 reading promotion conference in Vologda, Russia hosted by the Section on Reading and the IFLA Round Table on Library History, in which I participated.

Given my past experience, I felt that increased library involvement with literacy was important and would be an appropriate expansion of the Section on Reading's mission. As the new Section chair, I served as IFLA's representative at a UNESCO panel on "Reading for All" held in Aswan, Egypt, on 24-25 November, 1997. For the Section's 1998 workshop at the IFLA conference in Amsterdam, we organized a programme on the theme "Literacy and Reading Services to Cultural and Linguistic Minorities" at which eight papers were presented. At Bangkok in 1999, we welcomed the IFLA Professional Board's decision to turn the Literacy Working Group's report and recommendations over to the Section on Reading for absorption into our mission.

The Section lost no time in moving ahead with literacy-based activities.

Two such events were sponsored at the 2000 annual IFLA conference in Jerusalem: a program, "Literacy and Libraries: An Introduction," and a workshop: "Library-Based Programming to Promote Literacy." Two section members, secretary-treasurer Adele M. Fasick, and Gwynneth Evans, assisted me in the initial program planning. They also began planning a booklet based on the workshop.

The July 2000 issue (no. 10) of the Section's *Newsletter* was devoted to the topic of literacy. It included reports on our forthcoming sessions at the 2000 Jerusalem conference, on UNESCO and OECD literacy activities, and two lengthy articles, "Literacy, Libraries & IFLA: Recent Developments and Look at the Future," and "Major International Studies of Literacy in the 1990s."

The Section on Reading's symposium and publishing program continued as well. With the IFLA Round Table on Library History, on June 11-12, 1998, the Reading Section sponsored "Books, Libraries, Reading & Publishing in the Cold War," a major conference in Paris. A 297-page book based on the conference proceedings was published by the Center for the Book in the Library of Congress in 2001.

Catharina Stenberg was elected chair of the Section on Reading at the 2001 annual IFLA conference in Boston; Gwynneth Evans became secretary-treasurer. Their fluency in French helped broaden the section's reach and recruit new French-speaking members. Catharina's interest in national book and literacy policies led directly to the section's principal programme on this topic at the 2002 conference in Glasgow, "National Book and Reading Policies: What, Why, For Whom, and How Are They Implemented? The Section's first programme directly concerning the new electronic world, "The Impact of the Internet on Reading and Libraries" took place at the 2003 IFLA conference in Berlin. Catharina's personal interests as a researcher encouraged and informed the Section's approval of an international research survey of



UNESCO panel "Reading for All" Aswan, Egypt 1977



IFLA Congress Amsterdam 1998 Workshop panelists Antoinette Correa of Senegal, Ivar Haug of Norway and Carlos Aleman Ocampo of Nicaragua.

reader-centered service provision in public libraries.

Gwynneth Evans succeeded Catharina as section chair after the 2003 IFLA Berlin conference. Gwynneth had long taken a special interest in the developing and writing of the Section's brochure, "Guidelines for Library-Based Literacy Programs: Some Practical Suggestions", which was initially published in the *Newsletter* (no. 14, August 2002) before being published separately and then translated into the major IFLA languages. The brochure's introduction summarized the Section's relative cautious approach to library involvement in literacy issues, emphasizing that the "practical suggestions" that followed could help libraries whether they developed or staffed their own literacy programs or "supported literacy projects supported by other organizations."

A literacy and reading consultant since her retirement from the National Library of Canada in 2001, Gwynneth also had taught in Canada, England, and Uganda, bringing to the Section her strong interests in the relationship of literacy and reading promotion around the world.

The Section's ambitious 2004 conference programme in Buenos Aires, "Libraries, Language, and Literacy: Linking Continents Through Reading Promotion Programmes," which featured Argentina, Mali, and Lebanon, was supplemented by reports from Australia, Singapore, and the United States published in the Section's *Newsletter* (no. 18, Aug. 2004).

Other important Section activities initiated by Gwynneth included information-sharing about book donation projects, family reading (the topic of the Section's 2006 conference programme in Seoul, South Korea), and the development of memoranda of understanding between IFLA, IRA, and IBBY (children's books) and IFLA and IRA (a joint research project on the "Cultures of Literacy").

The Section on Reading was

fortunate that an experienced and energetic former IFLA officer, Ivanka Stricevic of the University of Zadar in Croatia, became its chair during the 2007 conference in Durban, South Africa. For the previous four years, she had chaired IFLA's Libraries for Children and Young Adults Section.

In her first "message from the section chair," published in the July 2008 issue (no. 25) of the Section *Newsletter*, Ivanka emphasized that the Section "remains committed to research and the promotion of reading as a source of pleasure, information, and lifelong learning, and to the integration of reading research and reading development activities into library services for all citizens."

She also commented on a significant new development in the Section's history, that in November 2007 its name had been changed to the Literacy and Reading Section. There were several reasons, she noted, for this action, one of them being the increasingly "blurred" line between reading and literacy. The change also pinpointed how the Section could help IFLA fulfill one of its key professional and strategic priorities: "promoting literacy, reading, and lifelong reading." Nevertheless, the name change, she felt, was not as important as the Section's continuing promotion of literacy and of public recognition of how reading and writing contribute to information literacy, "without which the progress of an individual and society as a whole is not achievable."

Ivanka's IFLA experience and contacts launched a new and fruitful period of co-sponsored conference and pre-conference sessions that introduced the Literacy and Reading Section to both new IFLA colleagues and to like-minded organizations around the world.

Examples include: "The Global Literacy and Reading Fair: Sharing Good Library Practices in Support of the United Nations Literacy Decade 2003-2012," in cooperation with the Public Libraries Section and the Multicultural Section at the

2008 annual conference in Durban, South Africa; "Raising a Nation of Readers: Libraries as Partners in National Reading Promotion Projects and Programmes," a 2009 pre-conference in Rome, Italy, co-sponsored with the Libraries for Children and Young Adult Section; "Libraries Promoting Twenty-First Century Literacies, co-sponsored with the Information Literacy Section at the 2009 Milan, Italy annual conference; and, at the 2010 annual conference in Gothenberg, Sweden, a three-hour joint program, "Libraries Promoting Reading in a Multicultural, Multilingual Society," with the Library Services to Multicultural Populations Section.

There were positive developments in the Section's publishing program as well. In 2009 a joint statement, "Internet and Children's Library Services," was published with the Libraries for Children and Young Adult Section. It serves as a recommendation for public library policies on internet access for children in libraries. At the 2009 Milan conference, the Section's newly redesigned, informative, and colorful *Newsletter*, edited by Leikny Haga Indergaard, director general, Norwegian Archive, deservedly won a special award. And the carefully-planned and most ambitious publication in the Section's history, "Using Research To Promote Literacy and Reading in Libraries: Guidelines for Librarians," by Lesley Farmer and Ivanka Stricevic, was published early in 2011 as IFLA Professional Report No. 125.



John Y. Cole, director, the Center for the Book in the Library of Congress

With the right to read

Tone Moseid

The IFLA satellite conference "With the right to read" last August addressed the question of equal access and active inclusion for all in the library society. Libraries have to secure the right for all to access knowledge and information and to active participation, and an important part of this is for libraries to be driving forces in promoting reading – for everyone!

Oslo showed its sunny side to the 122 participants, and already on Friday 6th August some of us attended the get-together at the new Oslo Opera House, sponsored by The Norwegian Library for Talking Books and Braille.

Day one – Saturday 7th August

Theme: WHY? ... AND WHO?

This day was about the right to read, and the libraries' role as a tool for democracy building. The need to identify marginalized groups to tailor the library services - and the need to implement universal design as a strategy to include all in the general services offered.

The key note speech was presented by Harald von Hielmcrone, member of IFLA's Committee on Copyright and other Legal Matters (CLM). He addressed the challenge libraries are facing, and about IFLA's role in advocacy for building a global library. The next key note speech was held by Honor Wilson-Fletcher, who was Director of the National Year of Reading in England in 2008. The rest of the program on day one was dedicated to projects concerning reading promotion for different groups – dyslexia among youths, library services for the blind and visually impaired, or the impressive reading project from Ersboda in Sweden, here they invite developmentally disabled adults to the library. This was one of the presentations that really struck the hearts and minds of most all participants of the conference.

Day two – Sunday 8th August

Theme: HOW? .. AND WHERE?

This day was about the possibilities that technology brings, and the divides they may create. The DAISY audio book format was presented both from the Norwegian Library of Talking Books and Braille, but the audience was also presented a testimony from one of the dyslectic, young users of the library services and the DAISY audio books. Several other DAISY projects were presented, from South Korea and the Netherlands,

and the Norwegian "Books for everyone" presented the way they work to promote reading. Mr. Masayuki Sugita from Osaka, Japan, presented an outstanding project, where the library support information access for deaf-blind people. Finally, the Swedish BUS Library – the well-known hospital library for children and young adults at the Queen Silvia's hospital in Gothenburg bridged the conference in Oslo with the main IFLA conference in Gothenburg.

Day three – Monday 9th August

On the day of departure, the participants were offered to visit the Torshov Public Library in Oslo – the "accessible library", and a comfortable travel by bus to Gothenburg, with a visit at the new Halden prison library in Norway.

If you want to learn more about the conference and the outcome of it, you will find it on the IFLA website: <http://www.ifla.org/en/lsn/conferences>

The conference was based on

- The P3 resolution, sustained by IFLA
- The European eInclusion initiative
- The WSIS goal of bridging the digital divide
- The UN Convention of the Rights of Persons with Disabilities

Sponsoring IFLA sections:

- Library Services to People with Special Needs
- Libraries Serving People with Print Disabilities
- Literacy and Reading Sections

Co-sponsors:

- The International DAISY Consortium
- The International Network for Easy to Read

We thank the Norwegian National Library and the Norwegian Library for Talking Books and Braille for fundings and generous support!

Tone Moseid

Book Review:

Using research to promote literacy and reading in libraries: guidelines for librarians / Lesley Farmer and Ivanka Stricevic.

The Hague, IFLA Headquarters, 2011. 28p. 30 cm. – (IFLA Professional Reports: 125) ISBN 978-90-77897-48-5 / ISSN 0168-1931

The IFLA Literacy and Reading Section has published guidelines that try to help librarians address the question: "How can libraries effectively promote literacy and reading?" Compiling these guidelines was the section project for the period 2009-2011. A working group consisting of John Cole, Lesley Farmer and Roy Doiron started the work and shared the first draft with section colleagues during a special meeting at IFLA 2010 in Gothenburg. It was finalized by Lesley Farmer and Ivanka Štričević based on comments from the meeting and after online discussions.

Using Research to Promote Literacy and Reading in Libraries extends the Section's first publication *Guidelines for Library-Based Literacy Programs: Some Practical Suggestions* from 2007, by focusing on the importance of consuming and conducting research by librarians and their partners and applying it in order to promote literacy and reading. Several research-based literacy and reading promotion projects carried out by librarians around the world are highlighted.

The aims for this new brochure are threefold:

- to encourage librarians to use research in their literacy and reading promotion efforts;
- to encourage other organizations that promote literacy and reading to make use of relevant research in their own promotional activities; and
- to encourage librarians and other organizations to conduct action and assessment research.

The first part of the guidelines gives answers to several

relevant questions, such as how literacies are defined; who the reading and literacy promotion stakeholders are; what research is, why should librarians use it and what existing research will be useful. How can research be used to plan literacy and reading promotion, and how can research help determine the success of promotion efforts?

The second part of the guidelines provides various helpful lists, starting with an eight-page annotated bibliography of articles on research-based literacy and reading promotion related to libraries, arranged by type of libraries. Unfortunately because of the strong predominance of documentation from anglophone countries it was difficult to find relevant documentation from other parts of the world. For updates and future publications the IFLA Literacy and Reading Section welcomes any further contribution.

At the end of the brochure there are lists of books, journals, relevant associations and good information sources that might be helpful to librarians interested in research-based literacy and reading promotion.

The guidelines provide a wealth of information on this topic. Translations into the other IFLA official languages are underway and will be available online and in print for the 2011 IFLA conference (Spanish, French, Russian) or shortly afterwards (German, Chinese, Arabic).

The guidelines are available from IFLA and can be downloaded full-text from the IFLA publications website at <http://www.ifla.org/en/publications/ifla-professional-reports-125>

Lisa Krolak

Guidelines for research-based literacy promotion

Particularly as libraries and other social service institutions are trying to optimize their efforts and results, the use of research and data analysis has become more important.

The section's report, which will be hosted by IFLA and made available for free, encourages libraries and other organizations to make use of relevant research and conduct their own research in their literacy and reading promotion efforts. The report helps organizations locate and use research, and provides guidance on the research process itself.

The report highlights several research-based literacy and reading promotion projects done by librarians around the world, and provides a list of relevant associations.

The guidelines are available in English, Spanish, French and Russian, both in print and electronic format (<http://www.ifla.org/en/publications/ifla-professional-reports>) and by the end of the year it will be available in German, Chinese and Arabic.

The Literacy and Reading Development in Kenya and Africa.

(Abcproject Kenya-Linking Literacy to Libraries)

In 2006-2007 the abcproject Kenya started working on its core agenda school-based libraries. Eventually a partnership with Actionaid international Kenya gave the project a big boost and it started being visible, in the last one and half years the literacy and Reading agenda has been growing tremendously with recently major stakeholders in Coastal Kenya gathering to chat a way forward in a joint venture to realise EFA goals through Literacy and Reading.

The stakeholders who gathered in this meeting agreed to form a working group to popularise the literacy and reading agenda in the region and nationally at large. This working group will eventually be the focus of the advocacy and implementation of the literacy project here in the region and the country at large. As this was happening locally about two year ago that's 2009 Actionaid international Kenya regional coordinator visited the Netherlands on a short course. During his stay the abcproject team leader in Kenya linked him up with Lourense Das of ENSIL/IASL to discuss the emerging school libraries network in the coastal Kenya part. From this discussion a suggestion to use the Kenyan chapter as a model to link the African countries with a school based libraries agenda was agreed. This followed the birth of the African Network for School-librarianship (One School, One Library and One Librarian-A Library in Every School-ALIES) Its facebook page is: <https://www.facebook.com/AfricanNetworkforSchoolLibrarianship>

The development of this network now has been made possible by the dedication of the key members who come together, and are now busy advocating for a continental wide support and membership to now realise the literacy and reading agenda through school based libraries.

To achieve this advocacy the team which includes Busi Dlamini, Margeret Awuah and Daniel Mangale were all last in South Africa attending the African Library Summit-Discussing the Future of the African Librarianship. This attendance was made possible by the support from Goethe Institute Sub Saharan Region based in south Africa. At this summit the conference was to discuss the different levels of librarianship. With all this areas on focus it was easy for the team to network and ensure that a clear outcome about school libraries network is available as a post summit outcome for implementation.

The African network for school librarianship team presented on the day of the summit a poster which



Image: Izelle Jacobs, photographer, Video, Sound and Photography, Unisa

was to explain the future of the school libraries network in Africa. A lot of delegates visited the poster and contacts were taken for follow up purpose on the building of this network within the continent.

Introduction The Actionaid, Stitsching ENSIL and the ABC project (Kenya) have a vision that says "A library in every school". This idea is supported by the International Association of School Librarianship: Africa Sub Sahara region. A group of representatives have been discussing the idea and were able to develop a concept document which was presented at the Scsal Conference in Botswana, 6 - 10 December 2010.

Rationale The proposal is for a network of school libraries in Africa to support the millenium Development Goals on literacy. The network advocates that learners from primary schools should be exposed to extensive reading so that they can become independent learners and readers.

Objectives

- Have a library in every school with suitable reading material for appropriate levels.
- A secure place that is accessible to all the learners from the community.
- Governments to support with policy.
- Lobby government for school libraries in Africa.
- Implementation of the policy by the departments of education.
- Integration of the school library into the school curriculum.
- Have qualified staff to organize, manage and ensure the usage of the library.
- Identify training opportunities for librarians.
- Provide a platform for school librarians to network, share ideas and best practices

Therefore the IFLA African Library Summit will provide a platform for us to utilize the existing network for advocacy by presenting a poster to inform the delegates of this initiative and develop.

Poster presenters:

Busi Dlamini, South Africa
Daniel Mangale, Kenya
Lourence Das, Netherlands
Margaret Baffour-Awuah, Botswana
Daniel Mangale, abcproject Kenya Team Leader
[Email:dmangale@gmail.com](mailto:dmangale@gmail.com)

Summing up experiences - outgoing members:

Briony Birdi, Marina Novikova, Elke Dreisbach

Briony Birdi

I joined the IFLA Reading Section (as it was then) in 2001, with my first conference at Boston in August that year. At the time I was a Research Associate at the University of Central England in Birmingham, and I was incredibly nervous to present my paper 'Reading research in the UK' in front of such distinguished colleagues as John Cole, Gwynneth Evans Adele Fasick and Catherina Stenburg, to name but a few. However, the committee (chaired in 2001 by John Cole) was incredibly welcoming, and made me feel that I had a role to play.

Having now completed my second term with the Literacy and Reading Section, I will step down this year as a member of the Standing Committee. From

my first conference in 2001 I have gained so much from participation, in terms of making contacts with committed and enthusiastic people from all continents, in developing my own research ideas and having a platform from which to test them on an international audience, even in participating in new research projects (in 2002 I was funded by IFLA to conduct an international reading survey which has since been replicated in other countries).

I have been so fortunate to be involved in many aspects of the work of the Reading Section, for example in taking the role of Information Officer for 2 terms, working on sub-committees to organise and select papers for several conference open sessions, and presenting the work of our Section at wider divisional meetings (e.g. 'Library-based literacy programs: the Reading Section's major activities' at the Division VII meeting in 2004).

As a Lecturer in Librarianship at Sheffield University since 2003, I have found each IFLA conference I have attended to be incredibly useful for my teaching, in

terms of developing my ideas and in giving me many examples of current practice from around the world. It is so important that we continue to give examples of international practice in the field and that we continue to collaborate with our international colleagues, in order to give our students the best possible experience.

Since joining the Literacy and Reading Section committee, my personal situation has changed and in recent years it has become increasingly difficult to contribute to the Section as I did in the past: I am now married to Kamal, we have a 2 ½ year old daughter (Leela) and I will unfortunately be unable to attend the Puerto Rico conference as our second child is due 2 weeks later! However, I wish all colleagues well and thank those both past and present for giving me so many wonderful opportunities, and for helping me to build up such a fantastic network of colleagues from all continents.

Thank you – and I hope to see you again at some point in the future!

Briony Birdi

Marina Novikova

Section first begun to influence my work when I started my career in the Pushkin Library Foundation - a non-profit organization that deals with the acquisition of library materials and reception of books. As a coordinator of many Russian national projects I have always asked why people read, how they chose what to read, and how librarians and publishers can better meet their needs.

It is true that Russian libraries have not been actively involved in intercultural professional dialogue on these issues at the international level. So in 2004 when I became a member of the Section's SC I have taken on new role to be a bridge-builder at home and at IFLA.

I just love to have had this time. What struck me most from the very beginning? Scholars' discussion? Excellent programs deeply probed the reading activities? Numerous position papers, publications, surveys? An important opportunity to address the latest development concerning library activities? Opportunities for exploring different countries and cities where our sessions took place?

All of these things plus still else: Section is full of people with great ideas and energy, it drew me into new community, characterized by wide-ranging ideas and generous exchange of information.

This time was a turning point for Russian libraries, a time of troubles and a time of high hopes. Russian

libraries entered a new post-soviet era, and were in the midst of a process of revision of those parts of their curricula having to do with library reading. Programs and initiatives that were inspired by the Section have led to important new development for the promotion of reading in my country, greatly assisted the efforts of Russian librarians, educators and researchers in this area. It always gave me great satisfaction.

Just only one example: Russian and English bi-lingual handbook *Building Nations of Readers: Experience, Ideas, Examples (Moscow, 2006)* published by the Pushkin Library Foundation was for us the first attempt to describe the experience of three powerful nations: the United States, Russia, and the United Kingdom. This project was stimulated by the Section, edited and compiled by its former chairs Valeria D. Stelmakh and John Y.Cole, and introduced by Gwynneth Evans, Chair of the Section in that time. As she stressed in introduction "the volume has grown out of more than 10 years of discussion and idea-sharing within the Section."

As you see, I have every reason to be grateful to Section. It has enriched my professional life and introduced me to people who have become helpful colleagues and valued friends. My thanks go to all colleagues I met for the example of professionalism and motivation they are setting for librarians and reading promoters.

I think there is always more that we can do. There are rich fields waiting to be minded by experts and in which I am convinced Section intends to take new initiatives in order to serve the best interests of people throughout the world. I think we can do more using all the methods of mass communication to promote books and reading or using all chances to collaborate with other scholarly bodies in initiatives that further our interests, such as interdisciplinary symposia and small research forums. It is just an idea.

Today Russian libraries are faced new goals and trends; they have to move faster to build a new model of library as information center. I expect to be part of this process.

New project of the Pushkin Library Foundation is connected with mobile libraries. This project has a strong focus on providing equal access to online information, library and electronic services to every citizen of the Russian Federation.

This initiative has enormous potential Russia wide. Until today there are still many remote and isolated rural areas in the country without adequate transportation where people do not have access to networked information and have to travel for hours to go to the library.

As a coordinator of this new Russian national project I have to take a deep breath – we must seek out new partnership across all IFLA bodies to research some mobile libraries ideas and development, first of all to

cooperate with the Section of public libraries and its working group on mobile services.

I believe that reading and reading promotion are fundamental to building nations of readers. I will make every effort to remain a player in logical extensions of Section's activity and do my best to help Russian libraries to participate effectively in its exciting projects. No doubt that the knowledge and values gained through my work within Section will be valuable to make for new challenges and to discover new ways to collaborate with the international world of book and reading.

Marina Novikova

Elke Dreisbach

In August 2011 my membership as Standing Committee Member of the IFLA Reading Section



will come to the end after eight years and it is a good chance to have a look back. I had to represent Germany in this section and this place of representation had been unoccupied for many years before.

When I started in 2003 fortunately the IFLA World Conference took place in Berlin, the capital of Germany, and it was very impressing for me to join in there. Mainly the topic has been of promoting literacy and reading in developing countries. My first special task was to translate the brochure "Guidelines for Library-based

Literacy Programs" into German. During the following years the tasks increased and the aim of promoting reading became an important topic for developed and industrial countries like Germany, too. During the World Conference in Oslo 2005 we had for the first time a preconference day of the Reading Section. It has been a very successful event. By the meantime the presidency of IFLA got to Germany and three presidential meetings took place in Berlin during this period. I joined in two of them. They dealt with library activities in East Europe and in Asia. Furthermore I acted a part in preparing the preconference during the last World Conference in Göteborg.

To sum up my experiences of the last eight years in this section I would like to point out two aspects. First of all there are the atmosphere, the organization and the meetings of the IFLA World Conferences which are to be esteemed as very important to get informations, new perspectives and another point of view concerning to the activities and to the professional work at home. I have never felt foreign during the conference's days. Second there is the political and pedagogical aspect of promoting reading which stresses the meaning of libraries and gives an important impact to initiatives and projects in a society that becomes more and more distant to a reception of literature in a classical and traditional sort of way. My motive to take part in the membership of the IFLA section was to act a little part in promoting reading and sustaining cultural traditions. I enjoyed my work in it and I will thank a lot and say good -bye to all to whom I had made the acquaintance with.

Dr. Elke Dreisbach,
Hamburg, Germany



Getting to know each others - greetings from

new members: Ingrid bon, Linda M Pavonetti, Annie Everall, Sabine Uhelein

Ingrid Bon

Getting to know each other within Section Literacy and Reading.

In a certain way it feels like changing home to get started in Literacy and Reading Section. Let me explain why.



In 2002 I visited my first IFLA conference, in Glasgow. It was quite overwhelming. Within the section Libraries for children and young adults the colleagues from all over the world made me feel at home so I was happy that the next conference I was nominated

for the sc and immediately elected as secretary. Ivanka Stricevic was during that time chair of this section. After finishing her time in section child she went to section Literacy and Reading (as some others did also) and guess what? I am following her footsteps again.

My 8 years as secretary and chair of section Child have been really exciting, getting to know a lot of people and different circumstances in which colleagues from all over the world are working on the same topics. Within the section the work on publications like the different guidelines, working on translations and presenting those guidelines in different places has been a joy and a challenge, just to mention one aspect of all the things that go on within a standing committee.

Besides that I have a pretty busy job (as we all have) focusing on children and young adults special and on reading and literacy in general. That is why the move from section child to literacy and reading is not so strange too. In my leisure time I am also working as member of city council so there is hardly any time left just for reading for fun, which I regret greatly.

The last few years I have been very occupied with organizing the platform or council for children's librarians in the Netherlands, enrolling Easy to Read squares (for children and adults), new types of school libraries and the Dutch approach on Bookstart. The last one is focusing more on the role of public libraries if you compare it to the other examples worldwide. The connection between Boekenpret (Fun with books, founded in the Netherlands in 1994) and Bookstart

offers challenges and possibilities but is still in progress.

What is still surprising to me is the fact that internationally working together and exchanging information can be (sometimes) so much easier than sharing information within a small country like mine. Spreading the word and value of IFLA will be one of my jobs for the coming years.

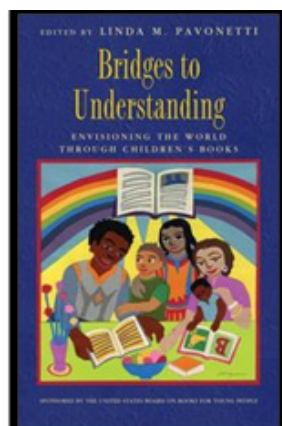
I am really looking forward to meet and work (again) with old friends and new colleagues whom hopefully will become friends soon too.

Ingrid Bon

(outgoing chair section Child), new member section Literacy and Reading

Linda M Pavonetti

Linda M. Pavonetti, Ed. D., is the incoming representative of the Association for Library Service to Children (ALSC), a division of the American Library Association. She also represents the International Board



on Books for Young People (IBBY) as a vice president of the Executive Committee. Her background is in education, having spent 10 years as an elementary school teacher and four years teaching reading and children's literature at the University of Houston. She has been at Oakland University in Rochester, Michigan teaching in the

department of Reading and Language Arts for 15 years, with responsibilities for the children's and young adult literature programs and special programs within the Educational Resources Library. She has just been elected department chair.

Dr. Pavonetti has committed herself to promoting awareness of international literature and literacy as well as encouraging teachers, parents, and students to recognize the talents of underrepresented ethnic American authors and illustrators. To this end, she

has organized several book exhibits at Oakland University. *Children Between Worlds* originated at the Internationale Jugendbibliothek in Munich Germany, but Dr. Pavonetti assembled an additional set of books and posters that travelled to 16 schools, libraries, and universities across the United States. There were more than 60 books and eight posters in the exhibit.

She also sponsored an earlier exhibition from the Internationale Jugendbibliothek called *Hello, Dear Enemy: Children's Books on Tolerance and Peace*. She and her colleagues presented information about both exhibitions at state and national conferences.

In an effort to encourage students, faculty and friends of the library to understand that the United States isn't the only producer of quality children's books, Linda collaborated with the staff of the Educational Resources Library to create a display of artifacts and books from Iran.

During the past 15 years, Dr. Pavonetti has served on several national and state book awards committees for the National Council of Teachers of English, ALSC, and the Michigan Library Association. She has also served as a board member then president of the United States Board on Books for Young People (USBY). She has presented papers in Poland, Copenhagen, China, Chile as well as the US and published an article in Iran and contributed a chapter to a Polish book on fantasy. Her most exhaustive effort has been to edit an annotated bibliography for USBY that will be released in September, 2011. It is entitled *Bridges to Understanding: Envisioning the World through Children's Books*. The book is organized geographically by world region and country, with descriptions of nearly 700 books representing more than 70 countries.

Through her appointment to IFLA, Dr. Pavonetti hopes to work toward "increasing the social awareness of the

Annie Everall

I have worked in the field of public library services for children and young people for over 30 years. For the



past 10 years I worked for Derbyshire County Council in the role of Service Manager, Young People & Policy Development. I had overall strategic responsibility for the Schools Library Service, the SureStart Children's Centres programmes, the Books for Babies and Bookstart schemes and the

public library service for children & young people. I have always been committed to the promotion of reading to children, young people and their families and to developing new and innovative ways to do this. I have recently left Derbyshire to start a new career direction as a freelance consultant/trainer, in the areas of children's and schools library services, reading and book promotion and event management. Before moving to Derbyshire, I worked for Birmingham City Council for over 20 years as Manager of the Centre for the Child, Director of the Young Readers UK children's literature and reading festival and Manager of the Stories from the Web internet based library reader development initiative.

I have been actively involved in the national UK reading and library professional scene for the majority of my career. I'm a past Chair of the CILIP Youth Libraries Group and Chair of the CILIP Carnegie and Kate Greenaway Awards judging panel. I've served on the boards of various national research projects and reading initiatives, am a children's book reviewer, have written articles and presented papers and organised conferences nationally and internationally, including work undertaken for the British Council. I'm passionate about books, reading and libraries and the particular contribution they can make to the lives of children, young people and their families and in 2001 I was awarded the OBE for Services to Children's Libraries. I have been the CILIP UK representative on the IFLA Children's & Young Adult Section standing committee for the past eight years. Over these eight years, I've loved being involved with IFLA and found it to be personally and professionally informative and inspirational. I'm really looking forward to being part of the Literacy and Reading section committee.

On a personal level, I enjoy reading (as you would expect J), going to the theatre and taking part in the 'Race for Life' but my main 'not so secret' vice is that I'm a cross stitch embroidery addict and although I have



a hopeless sense of direction and geography, I always manage to sniff out and find my way to a cross stitch shop in any town or country that I visit.

Annie Everall

Sabine Uehlein

Pleasure in reading to create and communicate competence in reading! That is the objective of the Stiftung Lesen. Since 1988, the foundation has developed numerous projects to strengthen reading in the media culture. In doing so, the non-profit organization has won a large number of media partners and sponsors for culture. Traditionally, the Stiftung Lesen operates under the patronage of the Federal President.



The purpose of the Stiftung Lesen is to promote reading of books, magazines and newspapers in all circles of the community and to care for and

maintain modern reading and language culture and this, last but not least, in the new media. One important main focus is on reading aloud and storytelling to children in family, kindergarten and preschool age. The Stiftung Lesen is especially dedicated to this issue because reading habits and the familiarity with books must be established at an early age and build the basis for lifelong reading.

Research studies into the changing reading habits of the people in Germany and complementary analyses of its projects are the foundation for the activities of Stiftung Lesen. The Stiftung Lesen Institute of Reading and Media Research is responsible for numerous studies. As result of the research activities in combination with the campaigns and projects Stiftung Lesen is recognised as a competent and important reading promotion organization.

The Stiftung Lesen is an operative foundation. In addition to carrying out research and model projects for the government and the federal states, the focus of the foundation's activities lies in projects with a broad impact, in particular in the fields of kindergartens, schools, libraries, bookstores and in the media. The Stiftung Lesen created strong networks for teachers and volunteers to support their work in reading promotion: the Teachers' club with more than 50.000 members and the Reading Aloud Club with more than 9.000 volunteers. (www.stiftunglesen.de, www.derlehrerclub.de, www.dervorleseclub.de)

In 2000, Stiftung Lesen initiated the foundation of EU

READ, a consortium of European reading promotion organisations who believe that reading is a prerequisite for full participation in today's media-led and culturally diverse society. Currently, its members comprise institutions from Belgium, the United Kingdom, Germany, Italy, the Netherlands, Switzerland, Austria and Portugal. The aim of this unique European platform is to exchange knowledge, experiences and concepts, and to jointly develop new strategies for the promotion of reading. EU READ meets regularly and organises systematic lobbying for politicians, industry and commerce. This work raises awareness of the fact that a strong structural framework for reading promotion on a national and European level is absolutely vital. (www.euread.com)

Together with partners Stiftung Lesen searches and documents successful programs and projects on reading promotion all over the world. An exchange of experience across borders is essential and it opens new opportunities in a globalised media society as ideas for projects and synergies can be put to a worldwide use. As an information and service portal „Reading Worldwide“ intends to inspire a transfer of knowledge and provide support to multipliers in the field of reading promotion. (www.reading-worldwide.de)

On behalf of the Federal Ministry of Education and Research, Stiftung Lesen will organize an international congress on early literacy in Germany in 2013. Together with the German Goethe Institute, Stiftung Lesen prepares this congress in screening programs on early literacy, family literacy and reading promotion with children up to the age of 8 worldwide.

About Sabine Uehlein:

Since 1995 at Stiftung Lesen in different areas of responsibility: head of department “youth and school”, head of department “family and kindergarten”.

Managing Director Program and Projects since 2010

Born 1969

1988-1994:

University of Nuremberg (Friedrich-Alexander Universität Erlangen- Nürnberg)

University of Mayence (Johannes Gutenberg-Universität Mainz)

Studies of German Literature, Media Science and Journalism, Book Science

Diploma: Magister Artium (equivalent to Master)

World Library and Information Congress
77th IFLA General Conference and Assembly
13-18 August 2011, San Juan, Puerto Rico

Literacy and Reading Section

SCHEDULE

Saturday, August 13

12.00-14.30 Room 208c

Standing Committee meeting I. (*Standing Committee members; Observers are welcome*)

Monday, August 15

16.00-18.00 Room 208

Session „Beyond the UN Decade of Literacy: What libraries can do“ (Literacy and Reading and National Libraries Sections Programme)

Tuesday, August 16

11.30-13.00 Room 102c

Standing Committee meeting II. (*Standing Committee members and observers*)

For other programmes of your interest see the Conference Programme at:
<http://conference.ifla.org/ifla77/programme-and-proceedings-day/2011-08-11>

WLIC: 77th IFLA General Conference and Council, San Juan, Puerto Rico

Standing Committee of the Literacy and Reading Section

Standing Committee meetings:

Saturday, August 13, 12.00-14.30 Room 208c
Tuesday, August 16, 11.30-13.00 Room 102c

AGENDA

1st Meeting:

1. Welcomes and Apologies for Absence; Welcome to the new SC members, Introduction of Members and Observers
2. Approval of the Agenda
3. Elections of the Officers – Chair and Secretary of the Section
4. Elections of Treasurer, Appointment of Information Officer and Newsletter Editor
5. Minutes and matters arising from previous SC meetings in Gothenburg 2010 (See the Minutes in Section *Newsletter*, No 30 January 2011, p. 14)
6. Report from the Chair; Report from the Secretary/Treasurer
7. Report from the Newsletter Editor
8. Report from the Information Co-ordinator
9. Report from the Leadership Forum (to be held in San Juan prior to the SC meeting)
10. Reports on the projects
11. San Juan Conference schedule and discussion on session's organisation
12. Working groups for the Helsinki Conference (2012) planning and for future projects
13. Information from the IBBY Representative – Co-operation under the Memorandum of Understanding (MoU)

2nd Meeting

14. Discussion about future projects (report from the working group)
15. Conference planning and discussion: Helsinki 2012 (report from the working group)
16. Strategic Plan updates and development of Section's Priorities, 2011-2012 in regard to the IFLA Strategic Plan 2010-2015
17. International Symposium in Tunisia
18. San Juan Conference evaluation
19. Selection of the LiR session's paper to be published in the IFLA Journal
20. Any other business or reports

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14.

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 Improve Literacy
 Increase customer satisfaction
 Contribute to the field
 Make a positive difference at your site

Consume Research
 Find good Ideas
 Identify factors that impact literacy promotion
 Understand research methods



Participate in Research
 Test recommendations
 Help analyze data
 Help gather data
 Be a subject

Good Ideas!
 Football family fun day
 365 days of books blog
 Family literacy program
 Train the trainer for library reader advisors

START WITH OUR REPORT:
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Do Action Research
 Identify goal and problem
 Identify contributing factors
 Gather and analyze data
 Make recommendations
 AND ACT on them
 Review the professional literature