



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

# Newsletter no 30

January 2011



# JANUARY 2011

## Chair's Note

Dear Colleagues,

It was wonderful to meet so many colleagues in Gothenburg, especially those participating in the Section's programme Libraries Promoting Reading in a Multicultural, Multilingual Society, organised together with the Library Services to Multicultural Populations Section. It was attended by more than 250 participants. For those of you who were not in Gothenburg we have collected the papers and you can see them at the Section's web page. You can find there the Annual Report saying what Literacy and Reading Section Section has been done during the last year.

The Section was also co-sponsoring the Pre-conference in Oslo With the Right to Read, organised by the Library Services to People with Special Needs and Libraries Serving People with Print Disabilities Sections. It was very successful and inspiring. See the programme at [http://www.ifla.org/files/lisn/preconference\\_docs/presenters.pdf](http://www.ifla.org/files/lisn/preconference_docs/presenters.pdf).

Right after the Gothenburg Conference the Section has continued its work on the San Juan (Puerto Rico) Conference programme. It will be organised together with the National Libraries Section under the theme Beyond the United Nations Decade of Literacy: What Libraries Can Do. We would like to showcase innovative and effective library-based literacy programs from diverse parts of the world. The projects will be presented in an informal, small group setting. Therefore the programme will be interactive and we count on your active participation. As literacy, reading and libraries are in the Literacy and Reading Section's focus all the time, we are trying to help librarians address the question: How can librarians effectively promote literacy and reading? In this spirit, we are working on the publication Using Research to Promote Literacy and Reading in Libraries. The publication will be promoted in San Juan and you are warmly welcome to join the session. We believe that this publication will serve as a guidelines for librarians who want to find a ways to foster literacy within their libraries, communities and the global society. So demanding Section's activities wouldn't be possible without participation and commitment of all Standing Committee members who work as a splendid team. As you know 2011 is an election year for IFLA. We hope that our Section will get new strength with new Committee members. So, don't forget to nominate your colleagues or yourself for the Section. To serve as a Committee member is inspiring experience because we share our views and learn from each other.

Welcome to the Section and welcome to our programme in Puerto Rico.

Ivanka Stricevic

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



## Editor`s note

Dear colleagues

We have reached the 30. issue of the Newsletter for the Literacy and Reading Section. This issue show some of the activities in the Standing Comiit-tee, reports from conferences, projects and other activities.

Members of the section have sent us interesting articles, information and invitations for conferen-ces from several parts of the world, and prove that awareness of the importance of reading and reading research is global.  
Thanks to all of you !

We are happy to present a conference in Tunis 22-25 March with the theme: "Reading links between the generations : towards a more cohesive society" The conference is supported by our section. And it is not too late to participate!

The programme for the Literacy and Reading Section at IFLA WLIC 2010 in Gothenburg was a joint event together with the Library Services to Multicultural Population Section. The theme was "Libraries Promoting Reading in a Multicultural, Multilingual Society". We present here report from Gothenburg.

"With the Right to Read" was the title of our satel-ite conference in Oslo 7-9 August 2010. The con-ference was arranged as a successful cooperation between our section and two other IFLA sections. You can find presentations from the conference on the IFLA net, and we will have a report from "With the Right to Read" in next issue of the newsletter.

We are happy to present an article from the Dutch Caribbean libraries in this issue, just in time to the IFLA Congress in San Juan in August.

I hope you will find something of interest in this issue of the newsletter, and maybe you will be inspired to send us some words about literacy and reading tasks from your part of the world.



Leikny H. Indergaard

*Leikny Haga  
Indergaard  
News editor*

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BRIGHTER CHILD  
LOVE



# Reading promotion in the Dutch Caribbean

## The St. Maarten experience

Monique Alberts (Director Philipsburg Jubilee Library - Sy Maarten)ww

*In this article an overview will be given of the main reading promotion activities organized on the island of St Maarten.*

### **The island St Maarten**

With an area of only 37 square miles, the island of St. Maarten/St. Martin is the smallest land mass in the world to be divided between two governments. Its dual owners are the Dutch and the French, who have shared this tiny island for almost 350 years. Situated about 150 miles east of Puerto Rico, Dutch St. Maarten (the French spell it St. Martin) covers 16 square miles of the southern part of the island. The estimated population of Dutch St Maarten is 41.000 persons. Until recently Dutch St Maarten was part of the Netherlands Antilles. But since October 10 of this year St Maarten is an autonomous country within the Kingdom of the Netherlands.

### **The Phillipsburg Jubilee Library**

The Philipsburg Jubilee Library is the only library on Dutch St Maarten. The Library is a public library but also performs academic and national functions. The library aims to become the National Library of the new country St Maarten. Therefore the library collects and preserves all publications about St Maarten as well as publications produced by St Maarteners living abroad. The library has a small staff of 16 persons and about 6000 members.

### **Reading promotion activities**

Despite the shortage of staff and budgetary limitations the library organizes a variety of Reading promotion activities for children of different age groups. The most well known of these Reading promotion activities is the Children's Book week which the Library has been organizing for the past 25 years. The book week takes place in November and each year book week has its own theme and slogan. In 2009 the theme was "Healthy food" and the slogan "Books are food for the brain". As every year the book week was opened with a swinging parade. In line with the book week theme the participating children were dressed up as fruits and vegetables.

Other book week activities were book launchings, a food quiz and a cultural food market.

For children between the ages of 4 and 12 there is also the bookmobile outreach program. The object of this program is to reach out to children living in the districts

who are unable to visit the library regularly for lack of transportation. The bookmobile outreach program brings library services home to the children in their own districts. Within the program several community centers and afternoon schools are visited by the bookmobile, which is manned by a bus driver and a qualified library staff member. During these afternoon visits the library staff member tells stories and engages the children in reading activities and educational games.

In march 2009 the library launched a special Book start St Maarten program for babies and toddlers. Under the slogan "Read to me" parents and care givers are encouraged to enjoy books with their children from as early an age as possible. The library motivates parents to register their babies and toddlers as library members by giving out gift bags with educational toys, picture books and information brochure to each parent who registers his pre-schooler as a member of the library. As part of the Book start program workshops about reading to children are organized for employees of daycare centers and parents. In June of this year the library was able to open a special baby and toddler reading room. The establishment and furnishing of this room was made possible by private sponsors. The book start campaign is a big success since the membership figures of children under four years more than doubled since the start of the program and the baby and toddler area is used on a daily basis by a lot of young children, parents and grandparents.

Readers are Leaders is the name of the library campaign for young adults. Getting this group to read is not easy but the efforts of the library staff to involve teenagers in library activities is beginning to pay off. There is now a Readers are Readers book club with a growing membership established by and for high school students. The club already organized two musical happenings on the parking lot of the Library and Readers are Leaders even has its own radio jingle. As part of the program the teenagers post book reviews and book discussions on Face book and other social networks.

It is our St Maarten experience that even with a small but motivated staff and a very limited budget it is still possible successful reading promotion activities and reach out to various groups in the community.



## “Reading, a link between the generations : towards a more cohesive society”

Tunisia 23- 25 March 2011

In collaboration with the Literacy and Reading Section of the International Federation of Library Associations (IFLA), the French Federation of Associations of Friends of the Library and the Book (FENAABIL) and the Higher Institute of Documentation of Tunis (ISD) have launched a call for communication on a colloquium that is being organized in Tunis from 23 to 25 March 2011 on “Reading, a link between the generations: towards a more cohesive society”.

This colloquium aims at introducing new forms of cohesion in contemporary societies and at shedding light on practices and experiences as regards mutual aid between the generations for the promotion of reading and culture in the libraries and the schools. These institutions should prepare and arrange mediation through the interdependence between generations. It’s not only the familial “intergenerationalism”, but also the social “intergenerationalism” which signifies cohesion, solidarity and sharing between age classes, social strata and other cleavages in a society and between different societies.

The chosen context of these types of « cohesion » is that of the recent economic crises which have shocked the world. The main idea is the question of the formation of links between the generations, between which the connections and relations aren’t that simple. To think positively about the crises of young people and fill their emptiness or vacuity and those of the elderly to fight against loneliness, exclusion and conflicts. Contrary to generally widespread thought, the longer life span of the elderly is necessary to accept or stabilize the changes. The young and the old are often relegated to positions outside the sphere

of active life, and one has to find means and institutions that process their gradual involvement into the social, or societal, life. In favouring the weaving of links between generations, one favours an essential factor in the cohesion and progress of the society.

\*This colloquium wishes to explore and analyze the notion of intergenerational mediation, which remains very complex, polysemic and the object of important controversies. Here are some of the issues: Which cultural activities may achieve the best integration of the elderly and the most destitute? How do we involve those who have free time at their disposal, in a mediation of reading favouring the weakest groups? How can intergenerational and intercultural relations favour cohesion and comprehension, through books and the internet? How can young people help the elderly to learn to use the new technologies? The communications will constitute an illumination, as it were, shedding light on the comparative approach through the meeting of the eyes of, or exchange of opinions between the world’s best experts who share their local and global experiences. This will permit us to make a cross-cultural reading of the cohesive movements that are growing larger and larger worldwide. In searching for perspectives that go beyond the local facilities by the expanded use of the New Technologies of Information and Communication (NTIC’s) and social networks to thwart the harmful effects of the globalization crises, the problems caused by environmental destruction and by inequality in trade.



## The experts expected at the colloquium

### Anglophone experts

**William B. Harvey**

Executive Director of the International Reading Association

**Ms Patricia Aldana**

President of the of IBBY the International Board won Books for young People (IBBY )=Union Internationale pour les Livres de Jeunesse (UILJ)

**Ms Liz Page**

Director Member Services of IBBY/ Communications and New Projects

**Ms Ivanka Stricevic**

Chair of Literacy and Reading Section of IFLA

**Leikny Haga Indergaard**

Director  
The National Library of Norway

**Rhea Joyce Rubin**

Global consultant for «US Intergenerational Programming » Library Services for disabled people

### Francophone experts

**Mr Rejean Savard**

President of l'Association Internationale Francophone des Bibliothécaires et Documentalistes (AIFBD) (the International Francophone Association of Librarians and Researchers)-President of l'Association pour l'avancement des sciences et des techniques de la documentation (the Association for the promotion of the sciences and documentation techniques)

**Gérard David**

President of l'Association de Lire et faire lire (the Association of Reading and "Making people read")

**Geneviève Patte**

Founder of l'Association de la Joie par les livres (the Association of Joy through books)

**Claude Poissenot**

Senior Lecturer, University of Nancy, Department of Information and Communication  
– Works on the Users of libraries and the Non-Users of libraries

**Chantal Stanescu**

Bibliothécaire-dirigeante (Head Librarian): Bibliothèque Publique Centrale pour la Région de Bruxelles-Capitale (Central Public Library for the Region Brussels-Capitale)

## To present and discuss

### *The presentations or papers on the sets of themes relate to the following socio-educational issues:*

- The activities of volunteers and the involvement of educational teams (teachers, lecturers, librarians...) in cultural activities that are specifically reading-oriented, in favour of a more cohesive society.
- A closer look at the socio-educational reception structures (leisure centres for children and young people, culture centres, nursery schools, kindergartens, libraries, socio-cultural centres...) where the majority of reading activities take place, in order to make better use of the infrastructure allotted to youth and childhood.
- The procedures for support and companionship between generations, the conditions for reading (opening hours, how the groups are composed, choice of books...), agreements, prescribed texts (agreement defining the participation of volunteers in the reception structures).
- Experiences regarding the mediation of reading: authors' tours, thematic weeks, story-telling sessions and training workshops for various participants.
- Training volunteer storytellers, information and improvement workshops organized in accordance with the intention of senior candidates who will be in charge of presenting the reading matter.
- The presentation of studies and other work that inform about the multiple aspects of intergenerational and intercultural relations in which situations that stimulate cohesion and comprehension through books and the internet are introduced.
- Interactions between the « text »-generation and the « techno »-generation in favour of cohesion and comprehension through books and the internet.

The correspondence should be sent by mail to: [intergeneration.reading@gmail.com](mailto:intergeneration.reading@gmail.com)

The authors of communications that are appreciated by the scientific committee will be taken charge of (transport and accommodation) by the organizers.



# NLCY`s efforts to distribute "Reading Playground" to public libraries

Director General Sook Hyeun Lee

*Children express their imagination through drama after reading, and librarians understand children`s minds.*

Children must learn to read so they can participate in the culture of societies. Various researches support using drama and movement enhances the literacy development of dependent or emergent readers like young children. When drama, movement and music are integrated into reading, children will find reading more engaging and interesting. Besides being fun for most children, kinesthetic activities can help young children develop decoding skills, fluency and vocabulary. In addition, children can enhance creative expression, thinking, social interaction, and cooperation.

The National Library for Children and Young Adults (NLCY) realized the importance of using drama so it developed a program called 'Reading Playground' in collaboration with the Applied Drama Research Center of Korea National University of Arts 'INTER'. During Reading Playground, children act out the stories which they read in a creative way. Since most children love dressing up and acting out a part, using stories to create a play is an excellent way of allowing children to explore their creativity and develop their language proficiency. After testing a pilot program in many public libraries, it proves to be very effective in encouraging children who are reluctant to read to find a joy of reading and providing

opportunities to develop social skills as well.

As the program was seen motivational and inspiring, the NLCY ran a program workshop ten times in 2007 with 202 children librarians in attendance. The following year, the Library developed and distributed a program manual book and DVD showing activities so that public librarians across the country could learn the manual by themselves and run the program effectively. The manual is available on the Library website.

From 2009, a two day workshop has been held two or three times a year focusing more on practices and activities. After the workshop, children`s librarians could play a more active role in planning and running 'Reading Playground'. The NLCY will plan to expand the workshop up to five times a year to meet an increasing demand from children`s librarians.

The NLCY anticipates that more and more public libraries become enjoyable places for children to visit and experience 'Reading Playground'. Today, children`s libraries become places where children do not just read books, but they can use their imagination and abilities to express their own ideas.



"Reading Playground" Manual and Practices and Activities DVD



# Story telling: promoting literacy and Keeping African Traditions alive

Collence. T. Chisita

*Story telling is an integral part of the traditional oral method of communication in every culture around the world. It is also an essential tool for promoting the child's development and for socializing and sustaining culture. Story telling is a universal trait that is as ancient as history. It is part of the art of conversation and in Africa it has helped societies to preserve, share and perpetuate their collective memory. Mallan (1991:14) defines storytelling as social experience with oral narrative, incorporating linguistic features that exhibit a "sophistication that goes beyond the level of conversation". Generally storytelling is an art that also employs literary devices, such as point of view, plot, style, characterization, setting and theme just like literacy. It is possible to explore a variety of genres through storytelling, in the same way that mottled genres happen in printed form.*

Traditional societies have revered good stories and storytellers, as have most past and present peoples around the world whose cultures are deeply and widely anchored on oral cultures and traditions. Ancient writing traditions do exist on the African as reflected by the Timbuktu manuscripts in Mali but most Africans today, as in the past, are primarily oral peoples, and their art forms are oral rather than literary. Ngugi wa Thiongo notes that "Orature" is orally based and transmitted, and often created to be verbally and communally performed as an integral part of dance and music. The Oral Arts of Africa are rich and varied, developing with the beginnings of African cultures, and they remain dynamic living traditions.

## **Orature: Learning from cradle to grave**

The term "oral literature" was invented by Zirimu as a reference to the way people use spoken words in an artistic way for entertainment, enlightenment and pedagogy according to Lo Liyong. (1989). Orature includes the art of conversation, for example, speech, laughter, gesture, diction, puns, tongue twisters, riddles and conundrums among others. Ngugi wa Thiongo (1990) notes that oral traditional is a reservoir of valuable knowledge and there is need to strategise on how to exploit such cultural resources. This calls for a fundamental rethink with regards to LIS education and training so that story telling becomes an integral part of the curriculum. Achebe (1987) notes that story telling is a critical component of African culture since stories have a edifying and moral lesson to the audience as reflected by the following; "The story is our escort; without it, we are blind. Does the blind man own his escort? No, neither do we the story; rather it is the story that owns us and directs us..."

## **The role of the story teller**

In Africa, education was conducted in gatherings around the fire hence the concept of the "dare" or the circle. Generally in all cultures storytelling is synonymous with song, chant, music, or epic poetry and it is part of the great art of conversation that is common in traditional societies. Stories may be chanted or sung, along with musical accompaniment on a certain instrument. Therefore some who would be called folk musicians by foreign music enthusiasts are just as accurately called storytellers - their true roles are more profound, as their names reflect: bards, ashiks, jyrau, and griots amongst other names. Storytellers play the role of spiritual teachers and exemplars, or healers, or philosophers or historians and tradition bearers who use stories and music as vehicles for cultural communication. for example, in central Asia the " *bakhshi*" is a term used in central Asia to refer to a shaman / healer or a n'anga who uses music as a channel to the universe of the Spirit.

Oral African storytelling is essentially a communal participatory experience. Everyone in most traditional African societies participates in formal and informal storytelling which involves an interactive oral performance. The involvement of many people is an essential part of traditional African communal life. Basic training in a particular culture's oral arts and skills is an essential part of children's traditional indigenous education on their way to initiation into full humanness. Primary and secondary socialization is intertwined with story telling to the extent that when one grows up he or she will have gained knowledge through story telling.

Oral traditions consist of verbal testimonies that are either



sung or spoken. These traditions are transmitted through, instruction, mnemonic devices and recital of traditions. In traditional societies schools were set up to give systematic teaching of classical traditions among the Bono Mansu in Rwanda and Aztecs in Latin America. Apart from the instruction given by the specialist, there was also instruction by the “walking librarian” Mgambi (2000) sums up the role of the moving librarian “...the griot, along with the elders of the community, epitomizes oral tradition. He is a professional story teller, a griot is a teacher...a master of oral communication, a historian, a “walking library,” a praise singer, an adviser to the king, a tutor to the princes and intermediary between families. For these reasons, he functions as a pillar of society...”

In many of the oral shaped societies storytelling arts are professionalized because the most proficient storytellers are griots who have mastered many intricate verbal, musical, and memory skills after years of specialized training. This training often includes a robust spiritual and ethical dimension required to control the special forces believed to be released by the spoken or sung word in oral performances. These occult powers and prehistoric energies of creation and destruction are called “nyama” by Mande peoples of Western Africa. This sense of special powers of the spoken word has largely been lost in literate-based societies of the West but in Africa and other developing countries it is so strong.

Linda Fredrick’s (1997) notes that customary stories from different parts of the globe deal with complexities of human life, for example, how to deal with adversity, death, loss, separation, abandonment, fear, and anger. The author further notes that through stories, listeners learn to tackle aching realities of life and they are better prepared

to deal with social problems like parental divorce, poverty, and the social exclusion among other issues. Story telling also helps to promote cultural diversity as people learn of other people’s cultures.

In Zimbabwe the public library system has helped to promote local culture and literacy through story telling sessions for children. Story-telling is also incorporated within the curriculum especially at the primary school level. It is an important component of the education system, especially at kindergarten, early childhood development (ECD) and throughout primary schooling. Every year the Zimbabwe International Book Fair (ZIBF-International) hosts a story telling session for young readers. This is one of the most important event on the calendar because it attracts children from different classes and unites them under the theme of story telling. This years children reading session at the annual Zimbabwe International Book Fair attracted students from different backgrounds.

## Conclusions

Oral traditions in the form of story telling contribute towards the realization of the country educational goals through inculcating values based on “*hunhuism or ubuntu*”. Currently Zimbabwe boasts of an above ninety two (92%) pass rate and this is evidence that all out war against illiteracy has already been won and what is needed is to sustain these literacy levels and to strive to work towards equipping citizens with Information literacy and multimodal literacy skills. It is my hope that through the support of the government, libraries and other cultural agents Zimbabwe will remain number one in terms of literacy and this achievement should be celebrated and sustained.



# IFLA Gothenburg 2010

Libraries promoting reading in a multicultural, multilingual society

*The Literacy and Reading Section partnered with the Library Services to Multicultural Populations to examine the principles and perspectives of literacy and reading programs.*

**Maija Berndtson**, Library Director of the Helsinki City Library, provided an overview, framing literacy in light of the Glasgow Declaration on Libraries, Information Services and Intellectual Freedom and Sean Combes' IFLA paper on multimodal literacy. She asked how librarians apply these statements in everyday work, citing the efforts of her local library. Her main point is that libraries should not only promote multiculturalism, providing resources for many cultures, but also facilitating interculturalism so people can learn about each other's cultures.

She concluded that "Libraries are a key strength in any country to enable local people to participate in the local society and become citizens of global information and multicultural society."

**Ray Doiron** (University of Prince Edward Island Faculty of Education) and **Marlene Asselin** (University of British Columbia Faculty of Education) developed pathways for creating a culture of reading, which included:

## Principles

- Improve the reading environment in the home, the school and the community at the same time
- Improve the image of reading so it is more than simply school-focused
- Access - local language books, local authors and illustrators, relevant topics
- Choice - reader interest and reader level
- Long-term strategy - not a single event but a planned series of initiatives over time
- Implications for libraries as cultural institutions

## Perspectives

- Learning and literacy development occurs within social and cultural context
- Individuals engage in social interactions and appropriate the practices of their cultural group
- Individuals strive to become insiders/full participants
- "Children from homes where parents were literate were more likely to enjoy reading and to be encouraged to read than in homes where parents were illiterate" (Obua-otua, 1997)



They shared sample stories about reading experiences, and noted several projects from different parts of the world. Details may be found at <http://doironasselinfla.pbworks.com/>. Their presentation provided a useful framework to examine the ensuing beneficial practices, which could be considered as case studies for reading and literacy culture.

**Ruth Fassbind-Eigenheer** of Switzerland's Bibliomedia, highlighted the country's multilingual status as well as the high percentage of migrants in certain regions there. She noted the importance of both materials and knowledge: courses, advice, information and exchanges. She explained Bibliomedia, which functions as a library of libraries, networking and loaning materials in many languages to libraries throughout the country. Senior citizens create translations for children's books so that they become, in essence, multilingual texts. Books without Borders (VBOGS) represents a grassroots effort to organize and coordinate communication and contact between several intercultural libraries. Mondomedia provides cross-cultural training for librarians.

**Jamie Campbell Naidoo**, University of Alabama School of Library and Information Science, spoke about two Latino-based reading and literacy programs: Dia (el dia de los ninos/El dia de los libros – Children's Day/Book Day) and Noche de Cuentos (Storytelling Evening). The Dia/Day project brings together many cultures through sharing of books that reflect those cultures. April 30 is the official "day," but the dia spirit – and cultural literacy -- can be celebrated throughout the year. Likewise, May 20 is World Storytelling Day; on that evening families are encouraged to tell stories about their own culture, so that it promotes family literacy. REFORMA is a driving force behind Dia and Noche, and Dr. Naidoo shared several programs that carry out this cultural literacy imperative.

**Briony Birdi**, University of Sheffield Department of Information Studies, research minority ethnic genre fiction in UK east Midland public libraries. She found that British Black and (British) Asian (south subcontinent) literature was read by an overlapping population, so that, in particular, marketing Asian literature would attract both reader populations. She also found that displays and librarian recommendations were the most powerful ways to promote these materials.

**Ratna Banyopadhyay**, University of Calcutta/Colkata Department of Library and Information Science, discussed the Bengal Library Association (BLA) project for reading promotion. BLA found that reading interest and library attendance declined because of inconvenient library hours, school demands, lack of multimedia availability, and a lack of opportunities to discuss reading. In response, BLA planned and implemented a variety of activities that attracted various populations to the library: health/medical speakers, career guidance, storytelling, debates about reading, competitions, book fairs, and public recognitions. As a result, library attendance and reading increased.

**Ingrid Atlestam**, from the Vastra Gotaland Regional Library, talked about the need for easy browsing access to materials for multicultural populations. New immigrants prefer accessing non-fiction materials that help them survive in their new country and keep in touch with the news from their prior land. Language and services information were highly valued. Long-term residents from other countries preferred fiction from their home culture. She noted the URL <http://www.librariesforall.eu>, which helps European libraries address the needs of migrant populations.

The more than 200 attendees attested to the interest in the session's topic, and the presentations more than met expectations.

# WLIC: 76th IFLA General Conference and Council, Gotheburg, Sweden

## Standing Committee of the Literacy and Reading Section

Standing Committee meetings:

Tuesday 10 August 2010, 11:30 -14:20

Saturday 14 August 2010, 13.15-14.45

### 1st meeting

Attendees:

SC members: Ivanka Stricevic, Elena Corradini, Leikny Haga Indergaard, Marian Koren, Virginia Walter, Elke Dreisbach, Lesley S.J. Farmer, Sook Hyeun Lee, Virginia Walter.

Corresponding members: John Y. Cole, Lisa Krolak, Mariétou Diongue.

Observers: 12 observers

1. Welcomes and apologies for absence; Introduction of members and observers. Apologies came from Gayner Eyre, Robert Sarjant, Elsa Ramirez. SC members Ray Dioron, Samia Kamarti and Briony Birdi joined during the conference and participated in SC meeting II.

2. Approval of agenda

The agenda is approved unanimously by the attendees.

3. Section's officers – status and terms.

The Chair points out that the SC members are 15, and all observers coming to the meetings are invited to stay in touch also during the year, to provide new inputs to the Section's activities, help in organising them, writing articles for the Newsletter, or just to remain in contact for the future. The Chair then announces the change in the Secretary position because Gaynor Eyre had to resign. Elena Corradini was elected as new secretary and treasurer. On this behalf, the Chair reminds SC members of their terms, because in 2011 elections will take place to renew vacant positions. Some of the SC members are ending their second term in August 2011, so they are invited to recruit new candidates from their countries/regions.

The SC members do not have comments on this topic and the issue is accordingly accepted.

4. Minutes and matters arising from previous SC meetings in Milan 2010. No comment received and minutes of the meetings were approved.

5. Report from the Chair/Treasurer and 6. Report from the Secretary. The Chair gives the report for the period August 2009 to August 2010. She also gives the Report from the Secretary because she was engaged in the Secretary work

during the year. It covers items 5 and 6 in the agenda. All planned activities in Milan have been carried out during the last year, thanks to the work of many of the SC members, who have been working hard on the various activities and projects.

#### The highlights from the report:

- The Committee has 15 members and 5 corresponding members which makes it a good standing
- Sections has 59 members (June 2010), the same as a year ago; The Section's interest is to have correct and updated data, so the problem with incorrect mail addresses has to be resolved in cooperation with the HQ
- There were two SC meetings in Milan, no mid-year meeting; very dynamic e-mail correspondence
- The SC was working on the Gothenburg programme (Joint programme with the Multicultural Library Services Section); out of 27 proposals for the presentations 6 were chosen; all papers delivered on time and included into the proceedings; only two papers were translated to German plus one provided in English and German. The keynote speaker was proposed by the Multicultural Section.
- Cooperation with IBBY on a reading promotion data base creation, moderated by the Children's Section Chair, continues
- The Section was a partner in the Pre-Conference "With the right to Read" held in Oslo prior to the Conference in Gothenburg
- Publicity work – updates of the Section's leaflet and web contents were done during the year upon the need; there is a need for translations of the leaflet to



other languages.

- Two issues of the Section's News were published and print version distributed on request
- The working group for the Section's Project (Guidelines – Using research to promote literacy and reading in libraries) was working during the year and produced a draft.
- The Section participated in two IFLA surveys – about language policy for IFLA Journal and about a conferences' format.
- Administrative fund for 2009 was 325 EUR; spent on the Newsletter costs. Project's budget is 1.100 EUR for 2010 which should be engaged by the end of 2010; finalized first part of the project is a prerequisite for 2011 budget.
- All reports are approved by the SC members.

#### 7. Report from the Newsletter Editor.

As far as the newsletter is concerned, Leikny and Ivanka thank everybody who contributed to it. Two issues were published, in January and June. 350 copies were printed, that were distributed to the SC members, their institutions, and the authors of the articles in each issue. Some copies are available to be distributed during the Conference. the observers and SC members to be distributed to other possibly interested people and the rest.

#### 8. Report from the Information Co-ordinator.

Robert apologizes for not having been able to come to the meeting but he really takes good care of the website. There are more features available, such as a blog, a wiki and a forum, we are invited to use them, but it is very demanding work in terms of time and content control. Everyone can inform about changes or out of date information. Also, anyone can send news about literacy and reading in libraries, that can be included by Robert in the website. Briony was working on collecting our conference papers and making them searchable on the net. She stopped in 2007 when she left, but hopefully she will continue this work. Comments or reports on Robert's report: Lesley will tag the 2010 conference.

#### 9. Report from the Leadership Forum (held in Gothenburg prior to the SC meeting)

John Cole participated in the meeting and he reports that the meeting was not only about procedures, but also on organisational changes inside IFLA. Patrice Landry made a presentation of topics to be discussed in the following meeting on Wednesday 11 August with the Division Chairs. The Governing Board has made clear that there is a new way of organising topics inside the Conference Programme, namely according to five tracks, already used for this year's conference. This has been thought as a means to justify the presence throughout the conference of attendees, whose administrations may ask for justification of presence for more than one day. On this point, also satellite meetings shall have to be arranged in order to attract more

participants to the main conference venue, not to deter them from that. In this respect, the Governing Board has decided to accept satellite meeting proposals if they will be organised close enough and timely enough to accomplish to these rules. The satellite meeting venues must therefore be reachable in less than three hours travelling from the main conference venue.

The Leadership Forum also clarified which Section belongs to which Division. As far as the Reading & Literacy Section is concerned, it is part of Division III, the biggest in term of members.

#### 10. Reports on projects

The Section has agreed on a Memorandum of Understanding already in 2005 with IRA and IBBY, to set up good connections among these International Associations that have similar goals as those of the Section. From 2005 to 2010 a few meetings were scheduled to talk about common projects. Until now, it has been possible to register one person from IBBY and IFLA READ and CHILD to each annual congress respectively for free and to exchange links. This is not possible with IRA yet. A closer connection with IRA failed until now because officers change quickly and there is no continuity. With IBBY our Section is trying to set up a database of reading promotion all around the world as a common project on a searchable database with posts from all around the world. Ingrid Bon, Chair of the Children and Young Adults Section is the moderator of the working group.

The Sections project for the period 2009-2011 is the Brochure about Reading promotion and research, which was approved by the Governing Board and financed. At the moment we have a first draft of the brochure, to which John Cole, Lesley Farmer and Roy Doiron were working. A special meeting to discuss the content of the brochure is scheduled for Wednesday 11 August.

The extra meeting for the project has given following results: The Section will publish a kind of guidelines about using research in literacy and reading promotion in libraries, better as an IFLA Professional Report, having in mind both advantages (regarding printing and distribution) and disadvantages (standardized style) of this kind of publication, but thinking that delivery is more important, especially if this can be done by IFLA HQ directly. Lesley Farmer will moderate the work on the guidelines. The Section's focus will be on marketing and making the report widely available also through translations into the IFLA languages and into other languages as well. The members are invited to find contacts for qualified translations. The report will seek to include good examples and good practices of research based reading promotion in libraries, to be presented following a clear structure and to list literature worldwide.

#### 11. Gothenburg Conference schedule and discussion on session's organisation

The Chair welcomes the speakers of Saturday's Session and invites them to join the discussion, which is now about

interesting Sessions for IFLA Officers and SC members during the Congress. The Section's Session is numbered as 133, and the Chair resumes shortly the topics and gives some brief suggestions on how time will be managed during the Session, particularly concerning the final discussion and concluding remarks to summarize ideas. Some of the speakers have joined the SC meeting to introduce themselves, they are Randi Myhre and Ingrid Altestam, who briefly explain their topic.

The Chair recalls instructions and time schedule for the Session.

#### 12. Strategic Plan updates and development of Section's Priorities, 2010-2011

The Sections do not have their Strategic Plans any more but Action Plans which reflect the IFLA Strategic Plan 2010-2015. The Action Plan will be published in the Newsletter. The Chair welcomes any comments and suggestions for improvement. The AP should include measurable actions that can be later evaluated. In fact, every point from former Strategic Plan should be changed into concrete actions to be undertaken. Two priority actions to be undertaken in 2010-2011 in regards in regards to the IFLA SP Priority Activities are:

- Development of publication Using research to promote literacy and reading in libraries

## 2nd meeting

Attendees:

SC members: Ivanka Stricevic, Elena Corradini, Briony Birdi, Leikny Haga Indergaard, , Marian Koren, Lesley Farmer, Elke Dreisbach, Samia Kamarti, Ray Doiron.

Corresponding member: John Cole

Observers: one observer and a special guest Liz Page, the Executive director of IBBY.

#### 14. Report from the Pre-conference held in Oslo 9 August: "With the Right to Read"

Leikny H. Indergaard reports that the Pre-conference has been very successful, with 125 participants from many countries, mostly of which from China (74), so that simultaneous interpretation was necessary. All papers and presentations are going to be put on the website in a few days with a link between sections. The papers have been appreciated because they both covered theoretical and practical issues. After the pre-conference, a transfer to Gothenburg was organised with a stop to visit a prison library. The participants were very positively impressed. The Chair thanks Leikny for working for the pre-conference with the support of her library staff.

#### 15. Gothenburg Conference evaluation

The evaluation of Gothenburg conference was good. There were about 260 attendees altogether.

The Section is satisfied with the organisation, the presentations were good, with a nice mixture of different kind of

- Highlighting the UNESCO Decade of Literacy 2003-2012 by the programme Beyond the United Nations Decade of Literacy: What Libraries Can Do, to be held at the WLIC, Puerto Rico 2011

The Action Plan should be finished until November 30.

One of the observers from Africa (Ghana) asks if there are any projects and funds for Africa, where the basic problems and priorities are to teach kids and to train the trainers. While 1990 has been declared the International Year of Literacy, in Africa illiteracy has not been eradicated yet. The Chair answers that the Section's responsibility is not to invest money in some specific, continent-related or nation-related project, but rather to help with expertise, connections and information transfer. She also invites to connect with former and current African IFLA members, as to find qualified help (for instance, the Section's corresponding member C. Chisita from Zimbabwe and Kay Raseroka, former IFLA President).

#### 13. Working group for the Puerto Rico Conference planning

The Chair invites all interested SC members to join the group discussion in preparation of the Puerto Rico program, scheduling a meeting for the next day at noon.

styles and issues. The questions from the audience suggested that maybe presentations were not neutral. Anyway, audience questioners were invited to write for the Newsletter, so that we can gather their points of view and let them develop their thoughts, observations and suggestions. Just 20 people used headsets. The room was also too big and not adequate for discussion. We shall be thinking about this in future, to avoid unnecessary translation costs and be given a room that meets our requirements for lively discussion.

#### 16. Conference planning and discussion: Puerto Rico 2011

The program for the Puerto Rico conference has been discussed informally among the working group (Ivanka Stricevic, Elena Corradini, Leikny Haga Indergaard, Lisa Krolak, Virginia Walter, Lesley Farmer, John Cole), which came out with an idea, developed into a working title by Ginny Walter as: "Beyond the UN Decade of Literacy". Ivanka will check if National Libraries Section is interested in the joint programme and will try to identify possible

speaker from the region. Lisa Krolak will identify possible speaker/s from Unesco. The banquet style room is needed as programme will be interactive with up to ten presenters chosen from proposals coming on Call for papers. The plans are agreed by the SC.

17. Selection of paper to be published in the IFLA Journal  
A discussion will go on via email within a week when everybody reads the original papers on web.

18. Any other business or reports

Symposium in Tunisia

The Chair gives some information about the Symposium which will be held in March 2011 in Tunis, Tunisia and gives the floor to Samia Kamarti that has distributed a leaflet in English and French. The SC members' role in symposium can be of sharing expertise, identifying people that can be valuable speakers, spreading all information about the conference itself and suggesting organisations that could support financially. There should be a clear connection with IFLA on all materials related to the conference (logo and support). Another condition should be the involvement of the Regional Office in Africa.

IBBY representative at the Conference

The Chair gives the floor to IBBY executive director Liz Page. The cooperation with IBBY started in 2005, and up to now the Section has at least communicated with this Association and exchanged delegates at conferences. Liz Page speaks briefly about the role of IBBY, and its activities are carried out in various countries. Any recommendation, ideas, new ways of collaboration are welcome.

Contributions to the Newsletter

Before closing the meeting, it is agreed that the Newsletter will include:

- a) the IASL report provided by Lesley
- b) the conference program report in one page by Lesley
- c) the conclusions of minutes by Elena
- d) the announcement for the Puerto Rico session by Leikny
- e) an IBBY presentation by Liz

The deadline for submission is November 15.

**Elena Corradini,**

**The LiR Section Secretary and Treasurer**

## A 2.0 community dedicated to the promotion of reading with a global ambition

*Germán Sánchez Ruipérez Foundation launches [lecturalab.org](http://lecturalab.org), with Spanish contents, and [childrensliteracylab.org](http://childrensliteracylab.org), its English version, as a result of its I+D+I reading program.*

A 2.0 community with a global ambition, built with cutting-edge technological solutions, dedicated to providing tools for the promotion of reading to families, teachers, librarians and other professionals.

It contains numerous practical tips to boost reading habits of young people, illustrated with videos and other free resources, specially prepared for parents. It also provides interviews with leading world experts in the field of reading, educating and digital literacy. It develops activities to promote reading and offers information on the world's largest selection of books in Spanish, for children and young people. There are proposals for each age range and taste, free access to the digital school library, reports on the most advanced ideas of reading in new media and many other tools.

Children's Literacy Lab and Lectura Lab are designed as an initiative promoted from Spain, willing to be a meeting and conversation place to anyone who is interested in reading and in digital literacy, both in America and in Europe.

We encourage you to visit, hoping that its contents will be interesting and useful. The address is:

[www.childrensliteracylab.org](http://www.childrensliteracylab.org) (English version)

[www.lecturalab.org](http://www.lecturalab.org) (Spanish version)



# Database reading promotion for children and for adults soon to be in operation

Cooperation can be seemingly slow, sometimes difficult, especially when working with (new) international partners. After almost two years of mailing, discussion, changing of contacts and so on, there is good news: the filling of a database on reading promotion is very near!

How did we get here?

In 2005 the Memorandum of Understanding (MoU) between IBBY, IRA and IFLA was signed by the presidents of each organisation. The full text of the MoU was published on internet. ([http://archive.ifla.org/VII/s33/annual/Memorandum-IFLA\\_IRA\\_IBBY.pdf](http://archive.ifla.org/VII/s33/annual/Memorandum-IFLA_IRA_IBBY.pdf))

The partners agreed on starting a working group on a project and to facilitate officers to visit each others conference. Links to each others website were also to be established.

Visiting each others conference, putting the links on the websites was easy to do and was done. The item for a project should be building, developing a database on reading promotion so people worldwide could learn from experiences also worldwide. So a working group started on this.

Because of numerous changes in contacts, very occupied people involved in the working group and therefore always lack of time to respond, it turned out not to be the easiest way. But results are to come!

Database, flags and moderators

The solution found is to connect to the database Libraries Success Stories, already available on the IFLA website: ([www.ifla.org/en/success-stories](http://www.ifla.org/en/success-stories)). Two extra flags (reading promotion children and reading promotion adults) will be added, so reading promotion, whether for children or for adults, can easily be found. Contacts with the webmaster of the database have been established. As soon as the reading promotion flags are fixed, IFLA, IRA and IBBY members can start to fill the database with reading promotion projects. A moderator for reading promotion adults and a moderator reading promotion children need to be appointed, for checking the items before final publishing in the database. This will be tasks for the section Literacy and Reading and section Libraries for children and young adults, of course.

The two flags will be finalised very soon, so be ready, as the first projects can appear in January 2011 at the latest.

# Memorandum of understanding (MoU)

International Federation of Library Associations and Institutions (IFLA)

International Reading Association (IRA)

International Board for Books for Young People (IBBY)

The participating organisations, IFLA, IRA and IBBY, acknowledge the intrinsic value and importance of literacy in the widest sense, which is a prerequisite for seeking and accessing of information of any kind, and understanding and making use of it. Literacy is a condition for participative citizenship, social inclusion, the creation of new knowledge, empowerment in the widest sense (personal, vocational, corporate and organisational) and learning for life.

The participating organisations understand that there are different ways of learning, and of developing and sustaining literacy. Education (formal, non-formal and informal), availability of books in the readers' languages; support for local publishing and library programming are complementary sources and enablers of knowledge. They are central pillars to our aims, goals and values.

Literacy, in the widest sense is the ability to make use of various sources of information and improve human quality of life. It includes the ability to locate, evaluate and effectively use information in multiple manners. Literacy is a lifelong process, seeking continuous update. Working for lifelong literacy ranges therefore from the youngest member of the human family to the oldest age groups.

Education and access to information as human rights include the right to literacy as a precondition.

Our commonality is the role of literacy in society.

In order to live up to these affirmations, we agree to work together on:

- Formalisation of partnerships among IFLA, IRA and IBBY through:
- Establishing associated status with each other, based on our common interests, and on maximisation of each others' strengths, to enhance our effectiveness and outreach.

We therefore agree to work on practical modalities which include:

- One free registration for one representative in each others' conferences:
- IFLA: World Library and Information Congress (WILC)
- IRA: Annual Conference, World Congress (bi-annual)
- IBBY: World Congress
- Exchange of expertise
- Joint statements, declarations, manifestos etc.
- Joint advocacy and support for each others' advocacy activities
- Joint research activities
- Joint workshops and/or training sessions
- Joint projects
- Joint publications
- Links to each other on the websites of our organisations.

Agreed by

Kay Raseroka, president of IFLA

Richard Allington, president of IRA

Peter Schneck, president of IBBY

Zagreb, August 2, 2005

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# Using research to promote literacy and reading in libraries

The IFLA Literacy and Reading Section is developing a report on incorporating research into literacy and reading promotion. The report is due to be published in 2011. 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.

