



The International Federation of Library Associations and Institutions

Section on Literacy and Reading

# Newsletter no 29

## Note from the Chair of the Section

### Dear Colleagues!

To have in hand or on screen a new issue of the Section's News is always a great pleasure for me. It shows how inspiring sharing of information, research results and good practices can be. In this issue, you will find interesting contributions from various countries, as well as valuable information about the Section's activities. I hope that this issue will inspire you to contribute to the Section's work and to the next issue of the News.

A great deal of work has been done after the IFLA Conference in Milan 2009. The Standing Committee has been working on the programme for the Pre-Conference in Oslo in August 2010, with input from our partner Sections - Library Services to People with Special Needs and Libraries Serving People with Print Disabilities. Literacy and ability to read are prerequisites for participation in society. Therefore, under the theme "With the Right to Read" we shall discuss equal access, active inclusion and advocacy for securing the right for all to access knowledge, information and the right to active participation. Information about the Pre-Conference is included in the News. You still have time to register!

Partnership is a main strategy of work of our Section. This year's main programme at the Conference in Gothenburg (Sweden) has therefore been prepared in co-operation with the partner Section. In cooperation with the Library Services to Multicultural Populations we will organise a three-hour joint programme on "Libraries Promoting Reading in a Multicultural, Multilingual Society". A key note speech and six presentations will focus on reading and literacy in a multicultural environment and the role of libraries in ensuring access for all. Programme is scheduled for Saturday, August 14, and we are looking forward to your attendance and active participation. You are also welcome to join the Standing Committee at two official meetings in Gothenburg. All information is available at the Conference web page (see [www.ifla.org](http://www.ifla.org) – Programme and proceedings of the Gothenburg Conference and the Literacy and Reading Section's web page).

The LiR Section is also working on a special two years' project. We are preparing a brochure about reading and literacy research in libraries. The aim is to create guidelines for research and development of a research based reading and literacy programmes in libraries. You are welcome to join a special SC meeting to discuss a draft of the guidelines on Wednesday, August 11 (12.30-13.45 Room F3).

Sharing is a key concept of the Section's work. We encourage all participants to take an active role in the Section's activities and to keep us informed about developments in your libraries and countries!

I wish all of you a very nice summertime and exciting time in Sweden during IFLA's 76th Annual Conference. We promise a rich and challenging programme. For those of you who cannot attend the Conference we will – as far as possible – make all materials available online.



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

## Note from the Newsletter Editor

### Dear colleagues,

We are happy to present a new issue of our newsletter. The members of the Section on Literacy and Reading have sent interesting articles, information and invitations for conferences from several parts of the world, and prove that awareness of the importance of reading and reading research is global.

"With the Right to Read" is the title for Section for Literacy and Reading's pre-conference in Oslo 7-9 August 2010. The preconference is arranged together with the Section on Library Services to People with Special Needs and Libraries Serving People with Print Disabilities. The programme for "With the Right to Read", the study trip to Gothenburg and the contact information is briefly presented in the newsletter. On the study trip we will visit a public library "The accessible library", a prison library and a children's hospital library and end up at the IFLA WLIC.

Remember it is not too late to participate at the pre-conference and the study-trip.

The programme for our section in IFLA WLIC 2010 in Gothenburg will also be a joint event together with the Section for Library Services to Multicultural Population. The theme is "Libraries Promoting Reading in a Multicultural, Multilingual Society". Participants on the IFLA WLIC congress are also warmly welcomed at our Section Committee meeting in Gothenburg.

I hope you will find something interesting 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.

And here from the Nordic countries we wish you all:

**Welcome to Gothenburg.**



**Leikny Haga Indergaard**  
LHI News editor,  
Norwegian Archive, Library and Museum Authority,  
Oslo, Norway

## Contents

1. The chair's note
2. The editor's note
3. With the Right to read - Pre-Conference Oslo
7. Open access to knowledge - promoting sustainable progress.
9. Summer reading programs in a digital environment
15. WorldReaders: An online social network for promoting reading
18. National Reading Year 2010
21. Bringing Hopes and Dreams to Underprivileged Children
23. Zimbabwe: Challenges of sustaining a literate society
24. The Federation of Friends of Library and Book Associations
26. Standing Committee Members

## Correction



The article Library of Congress opens its first Center for Young Readers in issue 28, the photo accompanying the article have not the right names. The person speaking in the photo of the Young Readers Center is not Dr. Billington, the Librarian of Congress, it is M.T. Anderson, the prominent children's author who was a special guest in the ceremony. We are sorry for the mistake.

# With the right to read - pre-conference Oslo



ABM  
-utvikling

Leseåret<sup>2010</sup>

## Friday 6th August

Get together for participants arriving friday. TBA

## Saturday 7th August

Theme: WHY? ... AND WHO?

- about the right to read, 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

9.30 - 10.00 Registration

10.00 - 10.30 **"The Norwegian National Year of Reading - for all!"**

Opening and welcome address by the Norwegian Minister of Culture, Anniken Huifeldt  
TBC

10.30 - 11.30 Key note speech 1 **"With the right to read"** - IFLA's role in advocacy for building a global library.

Harald von Hiemcrona, IFLA Committee on Copyright and other Legal Matters (CLM)

11.30 - 12.30 Key note speech 2 **"Reading for all"** Honor Wilson-Fletcher, The Aldridge Foundation.

12.30 - 13.30 Lunch

13.30 - 14.15 **Reading Seeds - a Norwegian approach**

Cooperation between libraries and kindergartens to increase the joy of reading. Eva Haga Rogneflåtén, senior adviser at The Norwegian Archive, Library and Museum Authority

14.15 - 15.00 **Dyslexia among youths**

How libraries can support young dyslectics in Denmark. Simon Moe, NOTA - the Danish Library for Talking Books and Braille

15.00 - 15.20 Break

15.20 - 16.00 **Vergilius** - The implementation of the pilot-project Vergilius for the blind and visually impaired at the National and University Library in Zagreb.

Dunja Marija Gabriel, the National Library of Croatia and Head of Section for Library Services to Persons with Special Needs and Disabilities, Croatian Library Association, CLA

16.00 - 17.00 **An inspiring activity for developmentally disabled adults**

- The Public Library of Ersboda, Sweden. Monica Strandberg Johansson and Åsa Lindgren

17.00 - 18.00 **Reading groups for print disabled**, a UK experience. Sheelagh Gallagher, reading Development Officer Nick Coe, Arnold Library and Helen Brazier, RNIB

19.30 Conference dinner



## Sunday 8th August

Theme: HOW? .. AND WHERE?

- the possibilities that technology brings, and the divides they may create
- building digital competence
- reading is a manifold thing, from web-based reading, audio books, to Brail and tactile books
- the accessible library
- the library services brought to the patron, prison librraies and outreach services, but also information technology as a communication tool

10.00 - 12.00 **DAISY**

**What is DAISY-fulltext** – by Paal Hals, senior advisor from The Norwegian Library of Talking Books and Braille

**Why is DAISY-fulltext valuable for people with reading disabilities** – by Miriam Nes from MediaLT, a firm working to create better technological solutions for disabled users to improve access to computers and information

**User testimony** - by Mai Linn Holdt – Presentation about the use and advantages of DAISY books in daily life, both for leisure reading and for text books reading

12.00 - 12.45 **LG Sangnam Library** - ubiquitous technologies in mobile DAISY services for the print disabled. Kyung-Jae Bae, LG Sangnam Library, South Korea

12.45 - 13.30 **Daisy makes you laugh! Daisy surprises you! Daisy makes you shiver! Daisy brings tears to your eyes!** An audiobook speaks for itself! Daisy promotion campaign for elderly – Flanders, Belgium - 2009. Saskia Boets, Luisterpuntbibliotheek, Belgium

13.30 - 14.30 Lunch

14.30 - 15.15 **How to adapt literature to grown readers with different reading disabilities**

A presentation of the way the Norwegian "Leser søker bok" works to promote reading to people with reading difficulties. Anne Marit Godal and Tine Solvang, Leser søker bok

15.15 - 16.00 **Supporting Information Access for Deaf-Blind People** at the Osaka Prefectural Central Library. Mr. Masayuki Sugita, Osaka

16.00 - 16.45 **How can cultural activities and arts become a part of hospital treatment for children and young people?** Librarian Karin Graube and play therapist Victoria Klaiber

16.45 - 17.00 Break

17.00 - 18.00 Panel discussion

## Monday 9th August

Travel to Gothenburg, with visits on the way

A. Visit to Halden prison library, Norway

B. Visit to BUS children's library at Queen Silvias Hospital, Gothenburg

C. Visit to Torshov Public Library in Oslo - "The accessible library"



PHOTO: BJØRN EIRIK ØSTBAKKEN/INNOVATION NORWAY

# Visit to Torshov Public Library, Oslo

## "The accessible library"

### Monday 9th August

Torshov public library is a branch under the Oslo Public Library, and has since 2003 been one of the "accessible libraries" in Norway, as a part of the project with the same name.

Accessibility consultant Hege Finnset Eidæter will give a presentation of the project, the services rendered by the library, and also give a practical demonstration of the equipment and promotion services. The visit will be offered to a limited group, so please register early!

Time schedule for the visit:

#### Monday 9th August

10.00 departure from the hotel

10.30 guided visit at the library

12.00 departure back to hotel

The transport from Oslo to Gothenburg, including the visit, will be 35 EURO.



PHOTO: TORSHOV PUBLIC LIBRARY

# Visit to Halden New Prison Library, Norway

### Monday 9th August

In april 2010, Halden new prison opened up, and is with its 248 inmates the second largest prison in the country (after Oslo prison). Many agencies are established in this state of the art prison - education, health care, the church - and a brand new library for the inmates.

We are happy to be able to offer a group of our pre-conference participants a visit to the prison, on the way down to Gothenburg. The number will be limited, so please register early for this visit, if you want to be a part of this group.

The transport from Oslo to Gothenburg, including the visit, will be 35 EURO.



PHOTO: VISITNORWAY.COM

# Visit to The Bus Library, Gothenburg

Monday 9th August



BUS-biblioteket is a hospital library for children and young people. It is situated at the Queen Silvia hospital for children and young people in Gothenburg, which is the largest children and youth hospital of northern Europe. The library is awarded the prize 'Library of the year' 2009-2010, which is appointed by DIK – the Swedish librarian's trade union.

The library will be presented at the end of the conference in Oslo, and those of you who want to have a guided tour of the library in Gothenburg, will have the opportunity. The number of participants will be limited, so please be an early register!

The transport from Oslo to Gothenburg, including the visit, will be 35 EURO.

Time schedule for the visit:

## Monday 9th August

- 09.00 departure Oslo
- 13.00 arrival Gothenburg, the BUS library
- 14.30 departure for the hotel

Some light refreshments will be served.

# World Library and Information Congress: 76th IFLA General Conference and Assembly

"Open access to knowledge - promoting sustainable progress"

10-15 August 2010, Gothenburg, Sweden

## Libraries Promoting Reading in a Multicultural, Multilingual Society

Saturday, 14 August 2010, 9.30-12.45

The Literacy and Reading Section and the Library Services to Multicultural Populations Section hold a three-hour joint program on the topic "Libraries Promoting Reading in a Multicultural, Multilingual Society." Beside the keynote we have six papers for presentation and discussion. The papers reflect a variety of geographic settings and different library practices that are effective in promoting reading and celebrate cultural diversity or are designed as multicultural reading promotions.

### JOIN THE SESSION - SHARE - LEARN - DISCUSS - CONTRIBUTE

Keynote: **Maija Berndtson** (Finland): *Meaning of reading - reading for meaning. Libraries Promoting Multimodal Literacy in an Intercultural Society*

**Ray Doiron, and Marlene Asselin** (Canada): *Building a Culture for Reading in a Multicultural, Multilingual World*

**Ruth Fassbind-Eigenheer** (Switzerland) *Intercultural library networking procedures in Switzerland: sharing material and knowledge*

**Jaime Campbell Naidoo, Patricia Montiel-Overall, Lucía González, Irania Macías Patterson** (US) *Celebrating Culture, Reading, & Family Literacy @ the Library with the Latino Reading and Literacy Programs El día de los niños/El día de los libros (Día) and Noche de Cuentos*

**Briony Birdi** (UK) *'We are here because you were there': minority ethnic genre fiction in UK public libraries*

**Ratna Bandyopadhyay, K.P.Majumder, Bithi Bose and Papri Sengupta** (India) *"Come to your Library": BLA Project for Promotion of Reading in West Bengal, India*

**Ingrid Atlestam and Randi Myhre** (Sweden) *Reading - what to purchase, and why?*



# IFLA Conference, Gothenburg 2010 - Literacy and Reading Section Section's programme

## Tuesday, 10 August 2010

11:30 - 14:20

Session 32 — SC I Literacy and Reading (First Committee meeting)

*All SC members, observers are welcome*

## Wednesday, 11 August 2010

12.30-13.45 Room F3

Extra meeting (Discussion about the Section's project)

All SC members, observers are welcome

## Saturday, 14 August 2010

09:30 - 12:45 | Room: Congress Hall | SI

Session 133 — Literacy and Reading with Library Services to Multicultural Populations

*Congress track 2: Policy, strategy and advocacy. Libraries promoting reading in a multicultural, multilingual society*

- **Libraries Promoting Multimodal Literacy in an Intercultural Society**
- MAIJA BERNDTSON (Helsinki City Library, Helsinki, Finland)
- **Building a culture for reading in a multicultural, multilingual world**  
RAY DIORON (Faculty of Education, University of Prince Edward Island, Charlottetown, Prince Edward Island, Canada) and MARLENE ASSE-LIN (Faculty of Education, University of British Columbia, Vancouver, BC, Canada)
- **Intercultural library networking in Switzerland: sharing material and knowledge**  
Translations: [Deutsch]  
RUTH FASSBIND-EIGENHEER (Bibliomedia Schweiz, Solothurn, Switzerland)
- **Celebrating culture, Reading and family literacy @ the library with the Latino Reading and Literacy Programs "El día de los niños/El día de los libros (Día)" and "Noche de Cuentos"**  
JAMIE CAMPBELL NAIDOO (University of Alabama, School of Library and Information Studies, Tuscaloosa, AL, USA), PATRICIA MONTIEL-OVERALL (University of Arizona, School of Information Resources and Library Science, Tucson, Arizona, USA), ORALIA GARZA DE CORTÉS (REFORMA: The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, Austin, Texas, USA), LUCÍA GONZÁLEZ (REFORMA, Miami, Florida, USA) and IRANIA PATTERSON (Charlotte Mecklenburg Library, Charlotte, North Carolina, USA)
- **"We are here because you were there": minority ethnic genre fiction in UK public libraries**  
BRIONY BIRDI (Department of Information Studies, University of Sheffield, Sheffield, United Kingdom)
- **"Come to your Library": BLA project for promotion of reading in West Bengal, India**  
RATNA BANDYOPADHYAY (Department of Library and Information Science, University of Calcutta, Kolkata, West Bengal, India), K.P. MAJUMDER (Department of Library and Information Science, Jadavpur University, Kolkata, West Bengal, India), BITHI BOSE and PAPRI SENGUPTA (BLA, Kolkata, West Bengal India)
- **Reading - what to purchase, and why?**  
INGRID ATLESTAM (Kultur i Väst Regionbiblioteket /the Västra Götaland Regional Library, Göteborg, Sweden) and RANDI MYHRE (Immigrant-institutet /The Immigrant Institute, Borås, Sweden)

13.15-14.45

SC - II Literacy and Reading (Second Committee meeting)



# Summer reading programs in a digital environment

Interview with Carol Gordon



CAROL GORDON (USA)

From 2000 on Libraries in the Digital Age (LIDA) Conference (Dubrovnik and Zadar, Croatia) brings together researchers, practitioners and developers from international library and information sciences community. It is a forum for learning, discussions and personal exchange about topics related to all kinds of libraries in a digital age environment. The Conference is co-organized by the University of Zadar, Department of Library and Information Science and Rutgers University (USA), School of Communication and Information. One of the two themes of 2010 LIDA was digital natives with the aim to discuss challenges and innovations in reaching out to digital born generations. Many librarians around the world try to find new solutions and ways how to stimulate young generations to read in a digital environment, how to support intrinsic motivation for reading and how adolescents could benefit from technology assisted reading programmes. That theme was presented by **Carol Gordon, an Associate Professor at Rutgers University and Co-Director of the Center for International Scholarship in School Libraries (CISSL)**. Her interests

are in research of school libraries and action research and the information to knowledge connection. She is the author of many articles and two books: *Information Literacy in Action* and *Privacy in the 21st Century*. We invited her to talk about her research focused on summer reading and motivation of adolescents to read in a digital environments for the IFLA Literacy and Reading Section's News.

- 1. Summer reading programs (SRP) is a well known concept for many years, not always successful in practice. Your research conducted in two US high schools was focused on summer reading programs in digital environment which means that technologies were used in all phases of the programs. Please, tell us some basic facts about a research methodology.**

The summer reading website research is field research: it is naturalistic in that it takes place in real time in schools. For that reason it poses some challenges to the researcher who has little control over the how the educa-

tors interpret the guidelines set up for implementation, or how the summer reading website is going to work within the culture of the school. For these reasons it is very important to choose a theory that guides the study. The engagement model posits that reading comprehension is the consequence of an extended amount of engaged reading (Guthrie, et al., 2006). Engaged reading is motivated, strategic, knowledge driven, and socially interactive (Guthrie, et al., 2000). Reading motivation constructs are multidimensional (interests, perceived control, collaboration, involvement, self-efficacy). The theory provides guidelines for the design of an interactive, student-generated, web-based summer reading program that offers open-ended lists of reading materials, alternative media, and reviews of reading materials supplied by teens. The theory also provides a framework for studying the effects of the digitized summer reading program on adolescent reading behaviors and dispositions. Specifically, it directs the researcher toward the methods used to collect data and the constructs that guide data analysis. One of the most critical decisions was choosing a method of sam-



pling. The purposive method that was criteria-based. Schools were chosen using criteria that suited the purposes of the study, as stated in the research questions of the study.

- What are the barriers and enablers for creating a research-based, student authored, web-based summer reading program that promotes free choice and intrinsic motivation?
- What are the reading behaviors of adolescents? What do they like to read and what would they recommend for summer reading?
- What are the reading dispositions of adolescents? What has influenced these attitudes?
- How does a web-based summer reading program that is research-based affect the reading dispositions and be-

haviors of adolescents?

These questions focus on the study of two phenomena: the implementation and effectiveness of the web-based summer reading program and the reading behaviors and attitudes of the adolescent participants. In this case two different research approaches are needed. For this reason, the research methodology was mixed-method: data were collected from pre- and post-surveys, interviews of the participating educators, and content analysis of the student-generated website. Responses were analyzed qualitatively and quantitatively since the survey items were open-ended, requiring written responses, and close-ended, or multiple choice. The intent of the pre-survey was to establish a baseline of reading behaviors

and attitudes prior to the summer reading intervention. The intent of the post-survey, interviews and content analysis of the website was to determine the effects of the website on adolescents' reading behaviors and attitudes, and to determine how the summer reading program could be improved. It is important that the data are triangulated using three methods of collection (i.e., surveys, interviews, and content analysis) in order to establish validity and reliability of the study. The interviews of the educators, who were the teachers who helped students design the summer reading website and who promoted the website in their schools and used it in their classrooms, addressed the effectiveness of the website, as did the third data collection method: analysis of the summer reading website. This included the de-



BARNSTABLE HIGH SCHOOL SUMMER READING PROGRAM  
[HTTP://WWW.BARNSTABLE.K12.MA.US/BHS/LIBRARY/SUMMERREADINGPROGRAM.HTM](http://www.barnstable.k12.ma.us/bhs/library/summerreadingprogram.htm)

sign of the site, its content and the blogs and Twitters written by teachers and students. The participants in the study must meet the following criteria that serve the purposes, or research questions of the study:

– The two participating high schools must be Title I technical high schools in the same district. Title I schools qualify for national funding if 40% or more of the students qualify for free lunch. Since family income is the best predictor of reading achievement, this criterion ensures that most students will be struggling readers.

- Participating teachers are part of school teams and are self-selected. Each team is comprised of at least one classroom teacher who has good technical skills, and a school librarian. Only those educators who are motivated to participate are considered. These applicants submit a formal application to the State Department of Education.
- Participating educators agree to follow a timetable and to participate in a community of learners through Eluminate virtual conferencing sessions.
- The classroom teacher agrees to guide students in designing the summer reading website.
- The school librarian agrees to open the school library for 4-5 hours each day for two days a week during summertime.
- Students are selected by default: they are assigned to one or more classes of the participating educators.
- The Department of Education agrees to give support

to the program in terms of funding, professional development, and continuous support.

## **2. There are many kinds of reading and many possible materials and formats to be read. How and which digital tools were used to enrich reading experience of students?**

The reading theory and empirical studies used to support the methodology of this study point to criteria for reading materials. The engagement model of reading states that engaged and sustained reading develop reading comprehension. In order for adolescents to engage in sustained reading they the multi-dimensional experience reading motivation that includes constructs such as personal interests, perceived control, collaboration, involvement, and self-efficacy. The educators guiding the design of the website used theory and evidence as guideposts. For example, blogging and Twittering are well-suited to developing reading comprehension because they make the reading-writing connection. When readers write about what they have read, we know that they not only re-inforce what they remember, they are also engaged in an act of synthesis, or creating, which Bloom's Taxonomy shows us is the highest form of critical thinking. They apply what they know from the reading material to their own experiences, and analyze what they remember. Writing, as an act of synthesis, helps students to use all the critical thinking skills to create their own interpretations and meanings of the narrative

and informational text they read. These complex thinking skills are built on their personal interests, which is the foundation for intrinsic motivation. Other digital tools were used in the reading reviews. Students used podcasts to talk about the books they liked. This appealed to students who are auditory, rather than visual learners, offering an option to talk rather than write about their reactions to reading. Digital formats were included in choices that students made about their reading, and links were provided for access to these materials through the annotated reading lists. In their assessment of the summer reading program teachers plan to use other digital tools, such as cell phones. They want to try Skype and texting as alternative ways to encourage students to share their reading, and to read collaboratively.

## **3. What are the key findings? What has influenced adolescents' attitudes toward reading? And not only attitudes, because reading behaviors were also affected by a web-based SRPs.**

The key findings of Phase I of this study help us understand how to revise the study for Phase 2. The following findings help us understand reading behaviors and attitudes.

- a. Reading behaviors were analyzed for gender-driven preferences. Although the research tells us that boys prefer non-fiction and girls prefer fiction, when students were asked to rate their preferences by types of reading materials (books, magazines, web sites, Web 2.0, newspa-



pers, comic books, catalogs) there were some surprises. Girls (82%) show a strong preference for reading catalogs (non-fiction), and boys (68%) prefer comic books (fiction). More research is needed that looks at the types of non-fiction that are preferred by boys and by girls. The gender digital divide seems to be disappearing (55% of girls prefer the web; 45% of boys prefer the web). Reading behaviors were also analyzed by ethnic groups. African Americans prefer reading books at the greatest rate (46%) and Caucasian readers prefer comic books at a rate of two to one when compared with African American students. Another interesting trend that emerged was African American preference for the web, rather than Web 2.0, compared with Caucasian teens, who showed a strong preference for Web 2.0.

b. Reading preferences were also analyzed by situational reading, or preferences for a particular book at a particular time. An earlier study (Gordon&Lu) looked at the preferences of low-achieving students. This study reinforced that these readers prefer books that relate to their lives, and that depict characters they can relate to, rather than fantasy and science fiction, for which they express a strong dislike. However, the lines between ethnic groups and varying reading abilities seem to be blurring:

regardless of these two variables, teens mentioned preferences for the same titles and authors.

c. Reading attitudes classified readers into three categories: those who like to read, those who sometimes like to read, and those who do not like to read. The findings from the profile of adolescents who like to read support the research on this group. An important finding focused on the profile of those who do not like to read. In the reading literature, the emphasis is on good readers, so there is a need for more research on those who do not like to read. The profile for this group shows that those who do not like to read are poor readers who find reading difficult. They never experience the transportation that good readers experience. Instead, they emphasize the physical discomforts of reading, including headaches, sleepiness, and difficulty sitting still. Those who sometimes like to read differ from those who like to read in that they recognize the practical benefits of reading such as improving vocabulary, grammar, spelling, and writing. Those who like to read stress the intellectual and emotional benefits of reading. The students who did not like to read expressed anger and frustration: they did not perceive that they had free choice in their reading while the those who liked, or sometimes liked to read felt that they had time

outside of school to read what they wanted. A strong emotional resentment among the students who do not like to read is based on the fact that they only read in school where their reading is mandated and chosen for them.

d. The barriers include: time constraints; students' need for instruction in the use of the website; students need for encouragement to use social networking tools. The success of the program is dependent on the teachers. One educator noted, "The program will be as meaningful as teacher make it."

e. Enablers of the program include: the student-built website which adds motivation and interest to the program; the interest of adolescents in learning digital skills; authentic tasks that gave purpose to student participation (e.g., scavenger hunts, collegeboard.com); the use of the website for Contemporary Citizenship class/informational reading; laptops for check-out. school library summer hours and; teacher promotion of the website. A participating educator noted, "Exciting project..I would do it without funding or getting paid."

#### **4. In which ways students contributed to the SRP website?**

The students who designed the website were grade 12 students who were enrolled in a Social Studies class taught by



SURF'S UP SUMMER READING PROGRAM  
[HTTPS://WWW.DESURFSUP.COM](https://www.desurfsup.com)

the teacher who had the technological expertise to guide them through this task. The students used the web files of a traditional website used in a former study and designed by the researcher, which had the following components: reading lists, reading responses, reading activities. The students in this study made dramatic changes in the colors and graphics used: they chose a surfing theme and incorporated still and moving images, as well as music, to the website. Students used the results of the pre-survey question that asked students in their school for the titles of reading materials to create and compose the reading lists. They used genre, as well as theme, create the lists. Students also added podcasts of reviews of reading materials by student and faculty, as well as social networking tools, to the website. Students were the key informants in this

study, providing data through the two surveys and the interviews.

**5. The research has shown a significant difference in reading preferences by gender, ethnicity, and reading ability. What does it say to librarians regarding building of library collections for adolescents?**

The results of this study point to some important paradigm shifts in developing library collections for adolescents that involve gender, ethnicity, and reading ability. Library collections generally include non-fiction that is of interest to boys. Non-fiction collections should be analyzed in terms of the kinds of non-fiction girls read. This needs assessment should include analysis of fiction so that the kinds of fiction that appeals to boys is balanced with the kind preferred by girls. The

labels 'fiction' and 'non-fiction' may be too general to be useful for collection development. Librarians need more input from adolescents to present exciting and motivating collections that appeal to the interests of the students community in terms of gender, ethnicity, and reading abilities. For example, this study indicates that Hispanic teens strongly prefer comic books, which is a culturally driven preference in Spanish speaking countries. The cultural backgrounds of teens whose primary language is not the language of the country in which they are attending school is an important factor in their reading preferences. Poor readers who have negative dispositions to reading need to have the reading that they do, i.e., alternative reading materials such as magazines, newspapers, digital sources, validated. These students do not think that they



read because in schools reading is privileged over other forms of reading. Librarians need to re-define access to include digital devices that access digital text, rather than the reading materials included in the text. Librarians need to provide remote access, for example, to e-books or other digital proprietary materials to which the library subscribes. In addition, the library accommodates access needs through mobile devices available for check-out, such as i-pads, Kindles, and laptops. Most importantly, librarians building collections for adolescents need to be aware of building reading ladders that scaffold reading from the ephemeral to sustained reading. Adaptations of classics, and Young Adult titles that are high interests are examples of transitional texts that can be used to develop sustained reading experiences for struggling readers. Those adolescents who are reading alternative materials need guidance in the form of one-to-one advisement, book sharing, and collaborative reading. A digital environment that supports these kinds of reading approaches can be a critical part of the developing the collection itself.

**6. A pre-survey conducted before the SRP website was introduced has shown that more than 70% of students did not read voluntarily in summer. They either did**

**not read at all or read when it was required by a teacher. Can summer reading program enriched by all sorts of digital contents really change such a picture?**

This is the key question for Phase 2 of the study. Phase I established a baseline that tells us how many hours a week students read, what they read, and how they feel about reading. The preliminary results reported in Phase I show that 83% of students liked the website, and that about half the students used it to read print and digital materials. Considering the small scope of this study in terms of the number of educators involved, these are strong findings indicating that a digital space that supports teen reading can improve intrinsic reading motivation. Phase 2 will include collecting data from focus groups of adolescents in order to get analyzed detailed reactions to the digital content that they encounter on the website. Their voices will answer the question for us.

**Interviewed by Ivanka Stricevic (Croatia)**

**Links for further information about CISSL and the digital summer reading program.**

Center for International Scholarship in School Libraries  
<http://cissl.rutgers.edu/>  
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"Reading Takes You Places: A Study of a Web-Based Summer Reading Program." School Library Media Research, (10). Available at: [http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/lu\\_reading.cfm](http://www.ala.org/ala/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume10/lu_reading.cfm)  
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# WorldReaders: An online social network for promoting reading

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**WorldReaders** (<http://worldreaders.ning.com/>) is an online social network site for exploring students' independent reading interests, while providing them with an opportunity for communicating with readers in other countries. This gives librarians a successful example of using social networking to support reading promotion, and how best to develop the use of social networking for library applications.

At **WorldReaders**, young readers from around the world join a virtual community with similar/diverse reading interests and to engage in a social networking initiative with peers and teachers. With a teacher-librarian providing the main leadership for the project, students become members of the site and create their own MyPage where they create personal profiles, use blogs, give feedback to peers, share favourite books, pictures, music and videos and use other interactive tools all within a secure online environment. Membership is controlled by the main administrator and content and Internet behaviours are monitored. The site is founded on the notion that to teach critical information literacy skills, we need to create tools like **WorldReaders** so students can have the enjoyment of using these innovative tools while learning critical and creative online habits.

This project also provides librarians with a successful example of how we can take the power of social networking and make it work to achieve our reading promotion goals. Combining images, music, video, and student input through interactive tools in a secure online environment, the hope is students have opportunities to develop and share their reading interests.

## Project Design and Participants

We started in 2008 with two schools in Prince Edward Island, Canada. Over that fall, procedures were adapted and approaches were fine-tuned so that by January 2009 the international component could begin. School libraries from several countries have joined the project - Canada, United States, Switzerland, Ireland, Jamaica, New Zealand, Sweden and Hong Kong. To date, there are 111 members from grades 6-12 on the site.

Several ways of tracking student activity are used and the site is closely monitored by the creator and a research assistant. Blog posts are the main way students share ideas, while they enjoy a collection of music, video clips promoting reading, book trailers, author sites and highlighted books. Participants can submit items to the site. **WorldReaders** allows students to form sub-groups on topics of their own choosing where they invite other members of the site to join a group.

## Who are the Participants at the WorldReaders SN

Over 110 members have joined **WorldReaders**, all in English-speaking schools. Participants do not use their real names but create usernames. Some usernames refer to book-related ideas, like **BookBuddy** and **Bibliophile**; some refer to media such as movie names, Juno; some refer to gaming characters - Kratos33 and SwordMaster; some refer to favourite pets or special interests - **Nugget** and **Sportslover1332**; and others appear completely invented - **Sandshadow** and **Mosswhiskey**. Participants enjoy defining themselves on the site by using personally important characters from books, media and important aspects of their out-of-school lives.

Table 1 gives more detail on members.

Table 1: Current WorldReaders SN Members

<b>Number of Members</b>	111 Members 17 identified as male 67 identified as female 27 did not identify gender
<b>Countries of Participants</b>	Canada United States Switzerland Ireland Jamaica New Zealand Sweden Hong Kong
<b>Examples of User Names</b>	BookBuddy Bibliophile Juno Mosswhisker Starlight Wondering Alice

### What Students Do at WorldReaders

Students answer a series of profile questions when joining **WorldReaders**. Questions include their username, country, school, and questions on their interests. Then they are able to personalize **MyPage**. This is “their space”, where they can upload pictures (close to 200 pictures are there now), music, videos (30+ so far, all approved by site administrators) and add many types of media to their personalized space. Visual media (photo and videos) have shown to be the most popular with users.

Another key feature at **WorldReaders** is the blogging tool. Users have to learn the proper way to blog, the nature of blogging, and that blogging is not simply “text-messaging”. So far close to 100 blog posts have been mounted at the site.

#### Some examples of member blogging:

A book review of *Brisling* by Christopher Paolini: *“The book draws you in from the first page, and keeps you there until the last. People are able to connect with the characters on such a level that, sometimes, they even find themselves worrying for their safety. The imagery is awesome and you feel like you’re actually there with the characters, fighting their battles, feeling their emotions...a good read... highly recommend it.”*

A book review of *The Warriors Heir*: *“Really good book. Its writing is incredible; it makes you feel like you are there. I can’t wait to read The Warrior Heir’s companion novels, ‘The Wizard Heir’ and ‘The Dragon Heir’. A++”*

One key feature of the blog is that users can preview their post to check for spelling and content before they post it. This gives them the chance to double check what they wrote and be sure it is

what they want others to see. Most postings are related to particular books that users are reading, or to book summaries, reviews and/or recommendations. Some have posted messages about the media or have left messages for friends. The blogging feature has also proven to be the main area where a teacher-librarian can really make a difference by responding to students’ blog postings, prompting users, suggesting topics and encouraging its use.

Members can also create and join groups on **WorldReaders** which allows members to re-organize themselves into sub-groups who are interested in a particular topic. Groups can be used by teacher-librarians to work with several students to get focused on the latest Harry Potter book or to discuss if the movie version of a book is as good as the book. Students can create a group to highlight their school. Ten groups have been formed so far and they include four school groups, fan groups (*Sisterhood of the Travelling Pants* and *FanGroup*), one for members to stay in touch (*IC School Everywhere!*), and one group formed as a class project to discuss one book (*Me to We* group). It seems users are not too familiar with how to use groups, and yet they prove to be useful when the teacher-librarian take the lead in generating the group and monitoring and supporting the discussions.

### What we are Learning about the Use of Social Networks

Several early ideas have emerged from our work with **WorldReaders**:

*The Technology Learning Curve.* Taking time to learn to navigate the site and learn the tools is crucial and you must be willing to invest some time in learning how the social network and its tools work.

*Finding a “Comfort Zone.”* As librarians we need to get comfortable with new/emerging digital technologies and let students help us find a comfort zone and build from there.

*Videos Rule!* By far videos are the most popular media tool at **WorldReaders** and they act as a powerful lure for students to explore a new book.

*Key Role of the Site Facilitator.* Without exception, it has been crucial for the teacher-librarians to get involved with the site. You cannot simply set it up and the hope it works; you need to be



willing to invest some time in making it successful for your students. Close monitoring is crucial to the success and level of activity at *WorldReaders*. *Once the Novelty Wears Off*. There is a time when activity at the site wanes and the facilitators need to add something new and try to stimulate new activity.

*Being Part of a Group*. Members really seem to enjoy being part of a group and pushing themselves to get involved. So encouraging different groups to get formed and to start developing content that is of interest to them is a powerful way to use *WorldReaders*.

*Contributing to the Site*. Most participants reported that they really liked the control they have of *MyPage* and they showed great excitement in being able to add to the site. This is a key understanding for teacher-librarians who want to move beyond the more static book clubs that can develop in our reading programs

### A Final Thought

Social networks are not the be-all and end-all; they are another tool librarians can use to promote reading. Their strength lies in the way they engage readers in putting themselves “out there”, to feel confident about their growing/emerging reading habits and to help create online spaces for sharing reading interests. This project is unique in that it tries to engage readers globally and it allows for a librarian to use a secure online environment to promote and encourage reading while teaching students the critical and creative uses of digital technolo-

gies. *WorldReaders* allows young people to join other readers from around the world or as we say become part of the group of young readers who “read the world.”

If you have a group of students who would like to join *WorldReaders*, contact Dr Ray Doiron.  
raydoiron@upei.ca



HERE IS A SCREEN CAPTURE FROM THE HOMEPAGE



THIS IS AN EXAMPLE OF ONE PERSON'S MYPAGE AT WORLDREADERS

# National Reading Year 2010 – a national boost for reading in Norway

Leikny Haga Indergaard, Director, Department for libraries  
The Norwegian Archive, Library and Museum Authority

In recent years we have witnessed a real commitment to reading campaigns throughout Europe. This is also true of Norway where politicians have made an undertaking to focus on reading in the period 2010 – 2014.

The aim is to have a national, integrated reading policy aimed at strengthening reading abilities across the country. This will reinforce democracy by giving citizens improved reading skills, which in turn increases their ability to participate in society, their general knowledge and experience. Reading ability and digital literacy should be considered together. Public libraries ought to occupy a central position when it comes to providing literature and competence on reading and promoting literacy.

The main target group for this initiative in 2010 will be adults who seldom read. Libraries and the book trade, the education sector and trade unions will be working together to bring about this initiative to strengthen reading skills throughout the country. There will be a national network of initiatives and enterprises promot-

ing reading and reading skills.

Statistics reveal that 27% of the population of Norway read books daily in their leisure time. However, at the same time the figures also show that around 30% of the population between 16 and 65 do not have the reading capabilities required in working life and everyday living. The problem of weak readers continues to increase.

One must have both reading ability and digital skills if one is to take part in modern society. Traditionally, the idea of reading is linked to reading fiction. Many non-readers (of fiction) are actually major consumers of non-fiction, journals or computer games. The new definition of reading must include all types of text – both on screen and on paper. Many people take advantage of introductory courses on using the Internet offered by libraries. Librarians, not so infrequently, discover that it is not only digital skills that are lacking, but also basic reading skills. On average Norwegians read for 65 minutes per day on the net, while they read for 27 minutes per day in

newspapers, 13 minutes in books and 9 minutes in magazines and journals.

In the guidelines for Reading Year 2010 libraries occupy a central position. It has been established that public libraries shall be instrumental in providing a centre for literature, reading skills and promoting literacy. Within the library sector we must have a greater awareness of how public libraries can support the education sector and contribute to the commitment to promoting reading, language and literature.

In Norway we have 800 public libraries employing 2,500 librarians. Everyone has a library in their municipality and most schools have a school library. The library service in Norway offers over 50 million books, in addition to other media, not least digital media. Half of Norway's population has visited a library and borrowed books in the course of the last year. Of course there are many readers who do not use libraries. In a public survey on library use (SSB Rapport 14:2006) it was revealed that one major



reason for non-library users not visiting libraries was that they did not know what the public library had to offer. There is reason to believe that the majority of adults who have reading difficulties or are not used to reading are also among this group of non-users. Publicising library services more and putting greater efforts into making them more user-friendly must be an important part of a reading year if it is to reach out to the whole population.

### **Initiatives for National Reading Year 2010**

**Workplace libraries promoting reading**

This is a local library project focusing on employees who seldom read as the main target group. The aim is to encourage an inter-

est in reading. The workplace will be the main arena and its library will be a focal point for close cooperation between many partners. The local public library will play a central role. It can send books out to workplaces but it will be the librarian's role as facilitator that will be the main element in the project.

One project in the initiative to combine libraries and the workplace will be the "Signal Project", directed towards adult workers who read little at present. The aim here is also to encourage an interest in reading among adult workers. This will be an outreach project and the aim is to find new groups and to contribute to the current social debate and provide new experiences. Authors will

be very visible and librarians will also be drawn in as facilitators. The role of libraries as arenas for literature will be highlighted.

### **Learning in the family**

Some people read little or are poor readers because Norwegian is their second language. In National Reading Year they will form an important target group. The family learning projects will focus on learning between the generations and will be especially targeted at women and mothers who have Norwegian as a second language, using activities in the public libraries. The Norwegian Authors' Centre (Norsk Forfattercentrum) is planning to start an initiative called "Show me what my children are reading", where immigrant women and



mothers can meet a Norwegian author writing for children and young people.

**“Read to me daddy” is a project that aims** to create a love of reading in both adults and children by raising awareness and by educating and motivating men (fathers) to be good reading role models. The aim is also to create in the man the idea that reading can be meaningful and pleasurable for its own sake. Consequently we can ensure that both children and their parents become keen readers. Nursery school libraries are also part of this plan.

Drop-out problems in upper secondary school/ young adults  
Young adults who read very little or who have poor reading

abilities form a large proportion of those who drop out of upper secondary school without completing their education. A separate project will therefore be developed to reach this particular group.

### **Marshalling all the good influences**

In a National Reading Year it is important to have collaboration between all the actors who can contribute to creating a greater love of reading in the general public. All activities linked to National Reading Year will be presented as a combined initiative. The work will motivate and mobilise adults to read more, make it easier to access literature and will offer training. The aim looking forward to 2014 will be

to create a greater enthusiasm for reading in the whole population – in all age groups. It will be a real project in democracy.

Reading campaigns in countries such as the USA, the UK and Austria have led to increased awareness of reading and increased library visits. National Reading Year 2010 will also mark the important role that libraries can play in our modern knowledge society.

# Bringing Hopes and Dreams to Underprivileged Children: The National Library for Children and Young Adults (NLCY)

Director General Sook Hyeun Lee



## 전국 75개 도서관과 함께 소외지역 어린이에게 꿈을...

### Running outreach reading programs for underprivileged children

The NLCY is running the '2010 Reading Books Together with the Library' project from March to October. The project has been implemented in cooperation with 75 public libraries across the country to provide reading programs and enhance the understanding of reading attitudes and habits among disadvantaged children such as those from orphanages and schools in remote rural areas who cannot easily access library services. The NLCY provides financial support worth \$3,600 per year to each public library to help them run reading programs and acquire new collections. The number of participating libraries in the project has continuously increased from 50 in 2009 to 75 in 2010, and 16 in 2007 to 30 in 2008. Also the total number of participating children has added up to more than 3,500.

Through this program, children's librarians are able to reach out to disadvantaged children every week for six months, read books to them, introduce various reading programs and give free books to children after the program. Participating children feel the pleasure of having their own

books and are encouraged to develop a lifetime reading habit. The program aims at helping underprivileged children who are deprived of information and cultural access to grow up as responsible members of society by encouraging them to read more. This year 1,500 children will take part in the project through which the NLCY plans to provide various outreach reading and cultural programs such as reading discussion, reading therapy, book art, newspaper in education activities and storytelling time and to hold writing contests for children, reading quiz contests and book review competitions. In addition, it will run field trip activities like visiting local cultural attractions and library visits and operate six regional summer reading camps nationwide. You can find more information about this program at our website [www.nlcy.go.kr:8085/together/](http://www.nlcy.go.kr:8085/together/).

According to the evaluation of the "Reading Books Together with the Library" project conducted by the Information Management Institute of Sung Kyun Kwan University in Nov. 2009 which analyzed program's effects on children. The study results show children's improved self-esteem, social skills, reading ability and presentation skills af-

ter they took part in the program.

They also show that participating children who had a negative attitude towards reading started to accept reading as an enjoyable activity after their participation. The project is recognized as being very effective in stimulating children's interest in reading and encouraging library visits. -

The NLCY continues to make effort to inspire children to find the joy of reading and reach their dreams and hopes through reading. It also pushes to expand the project to more public libraries nationwide, bringing books and libraries closer to children.



### Development and Distribution of Reading Promotion Contents for Multi-Cultural Families

In cooperation with University of Wisconsin, Milwaukee, the NLCY produced DVDs containing 28 storytelling contents with regard to Korean traditional children's stories and distributed them to public libraries and cultural centers across the country in 2009. The DVDs were made in the form of animation with the storytelling to make children more involved. Providing subtitles in Vietnamese and English enables multi-cultural families and foreigners to enhance the understanding of Korean culture and Korean language. It can be used as a promotional material to introduce the Korean culture.

This year the NLCY plans to expand the service by developing more storytelling contents, a total of 150 traditional children's books from Korea, China, the Philippines, Vietnam, Thai and Mongolia, providing various language subtitles including Korean,

English, Chinese, Vietnamese, Tagalog, Thai and Mongolian. It will provide its online service for the public and distribute the DVDs to more than 1,000 public libraries and multi-cultural centers. The content is provided at [http://lsc,nlcy.go.kr/mov/index\\_bak.jsp](http://lsc,nlcy.go.kr/mov/index_bak.jsp).

Administration and Security showed that as of May 2009, the number of immigrants coming to Korea through international marriage reached 167,090 up 13.6% from 144,385 in 2008 and there were 103,484 multi-cultural children recorded.

\* Statistics about status of multi-cultural families in Korea conducted by the Ministry of Public Administration and Security showed that as of May 2009, the number of immigrants coming

# Zimbabwe: Challenges of sustaining a literate society

Collence. T. Chisita

Head of Faculty Library and Information Science, Harare Zimbabwe

UNESCO (2004) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society" Zimbabwe which is located in Southern Africa has one of the highest literacy levels in Africa which stand at above 90 percent(%). This significant achievement was realized as result of the post independence government 's thrust to make education available to each and everyone irrespective of race , status and colour. This meant that primary education became freely available as a way to enable the previously marginalized groups in society to acquire education. Education was also used as a tool for economic empowerment.

The decade 1980 to 1990 was indeed a golden age because of the significant progress made in building schools, raising literacy levels, building libraries and dismantling gender disparities. This period is also associated with the development of new primary

and secondary schools, the enactment of the National Library and Documentation Services Act and the opening of the first Library and Information Science training school at Harare Polytechnic. The economic structural adjustment programme that was implemented in 1992 did to some extent affect the social services and the ability of people to buy books or even send children to school.

The Adult Literacy organisation's main objective is to alleviate poverty through promoting functional literacy. This type of literacy is work or situation oriented literacy related to the problems, needs and interests of specific groups of people. This method assists in enabling people to deal more effectively within their environment by being able to read and write simple instructions. Paul Frierer noted that functional literacy was politically neutral because it operated within the confines or frameworks of an existing political order. Literacy and reading programmes were also strengthened by the establishment of the Zimbabwe International Book Fair and the Zimbabwe Book Development Council. These two organisations helped to popu-

larize reading and literacy and complementing the conventional methods of promoting literacy.

Zimbabweans basically are a reading nation because they value education to the extent that even adults are taking advantage of parallel programmes and distance learning opportunities to advance their knowledge and skills. Public libraries and media houses have helped to sustain reading culture through providing facilities for social and intellectual growth .The greatest challenge to sustain a reading culture is the affordability of ordinary people to buy reading materials ranging from newspapers, magazines and books and also the ability to achieve other literacy's of the twenty first century, for example, multimedia literacy and cultural literacy. With the stabilization of the economy the reading habits of Zimbabweans are set to improve as they will be able to access new books and have the time to read and share ideas. Zimbabwe is indeed a reading Nation and needs the support of IFLA's Reading and Literacy Section to revitalize its reading programmes affected by the economic meltdown.

# The Federation of Friends of Library and Book Associations

Organizes the international symposium  
Reading link between generations: towards social solidarity

Announcement by Ahmed Ksibi, Tunisia



## Theme and objectives

The impact of the crisis and rapidly socio-cultural transformation deteriorating socio-solidarity relations towards an excessive individualistic attitudes. The ego maniac is deteriorating family relations: confrontation between generations, the parents and the youth, away from their grandchildren and grandparents, the child king, the today grandparents of are more active, more mobile and less available.

Since the beginning of the third millennium, the period of life expectancy continued to increase, retirees are becoming an increasingly important category in modern societies when they bequeath the assets accumulated during their working lives, when they assign social assistance to the poorest and most fragile people.

Intergenerational solidarity targeted in this meeting, aims to facilitate access to culture and information through the development of the reading as pleasure. Reading together helps build daily habits fun and recreation intergenerational collective experience for a cohesive society.

In trying to provide benchmarks, older inculcate the habits of reading and information literacy to help children and youth in their personal construction processes and their socialization process in that they allow thinking of both difference and affinity.

Vice versa, young people who use computers and the Internet more than their elders, they may facilitate the use of Information and Communication Technologies (ICTs) by their elders, to combat isolation and health problems that may arise.

This reciprocity, this interaction are supposed that can multiply indefinitely in the context of a society of solidarity or focusing on human relationships, integrating life values of kindness, of attention to the needs of others.

Solidarity is targeted to those who have been excluded, for a demonstration fight of all generations and institutions against exclusion and illiteracy.

## Issues

In the current context of a society where the elderly are becoming a large social group, the questions arise:

- What are the cultural activities in place to properly integrate the seniors?
- How the young generation can help seniors use new technologies?
- Is there any other offers cultural services to develop or invent to expand the range of response favoured by seniors and the poor?
- What are the activities, procedures to involve social groups have free time in mediation through the reading and the net for the most deprived and most vulnerable.



## Tags:

- The impact of the crisis and the rapid changes on family relationships and the cultural degradation.
- Exploration of new dimensions in which the "class" of older age can satisfy the pleasure of sharing cultural and training to enter a new stage of creativity.
- Presentations input of the volunteers and the involvement of teaching staff (teachers, facilitators, librarians ...) for cultural activities and specifically for a more cohesive society.
- Structures socio-educational home (recreation center for children and youth, culture house, nursery, kindergarten, library, socio-cultural ...) which occur in the majority of reading activities for better use of infrastructure allocated to youth and childhood.
- The impact of reading in building personal, social and cultural life of youth and socio-educational issues that arise.
- The conditions, procedures accompaniments between generations, the conditions of readings (time, group composition, choice of books ...) procedures (to sign an agreement defining the conditions for mobilizing volunteers in childcare).
- Expose & exhibitions of mediation activities and experiences in inter-reading: readings together & in public audience, author tours, theme weeks, storytelling sessions and workshops for various stakeholders.
- The formation of volunteer storytellers, internships and training information held for candidates who will be responsible to lead the reading.
- Study presentations, books that provide insight into many aspects of intergenerational and intercultural relations in which situations are presented to stimulate solidarity and understanding through books and the Internet.

## Call for Papers

The Federation of Friends of the Library and the book Association invites interested persons to submit a proposal for a presentation of about 25 minutes on a topic above presentation to be published as Item thereafter.

Proposals may be submitted in one of the following languages in addition to the host country's language "Arabic": English, French.

Proposals should not contain more than 500 words (one page) must be submitted in electronic format (PDF or doc.), and must be accompanied by a brief

curriculum vitae of the authors.

Proposals must be sent at: [ahmed.ksibi@planet.tn](mailto:ahmed.ksibi@planet.tn)

Please note that acceptance of a proposal by Scientific Committee shall pay the cost of conference registration and funding the most important participation "key note and success story of inter-reading" selected in this symposium.

The following schedule will be applied:

30 December 2010: deadline for submitting a communication

January 15, 2011: Notification of acceptance / rejection and dissemination program

February 25, 2011: Deadline for submission of papers presented

January 2012: Publication of Proceedings

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