



# Newsletter for IFLA section no. 11 School Libraries and Resource Centers

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## IFLA SECTION REPORTS



### **Report of Chair: IFLA Section School Libraries and Resource Centers**

March-August, 2007

**James Henri**

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First of all, I want to apologize to you for being absent from the various meetings in Durban. This was quite unfortunate especially given that the other members of the leadership team had already indicated that they could not attend. Unfortunately, I was required to have urgent surgery shortly before the conference, and was unable to travel until the end of August.

Karen Usher, who has been able to attend all recent Standing Committee meetings, both annual and mid year, kindly agreed to represent me in Durban. Again, unfortunately, it appears that materials I forwarded to her were not able to be accessed until after the conference.

I want to thank the leadership team for their excellent service over the past two years. Each member of the team has played a major role in the maintenance of the Section's well being.

I know that we have been particularly blessed to have had a newsletter editor of the highest quality in Niels Damgaard. Niels has managed to create an outstanding product that has arrived on time every time. Of course, a newsletter can not flourish without copy and it has been fabulous to see the terrific team effort in providing that copy. Good luck to our new Editor Lesley Farmer who has taken on a major challenge! Lesley is a prolific writer and has a good network and so we can be confident that with your help she will be able to continue to maintain a very high standard of publication. Please tell everyone about our newsletter; so much effort deserves an audience.

I believe that Bruno Vermeeren has been the most active Information Officer that the Section has ever had. The Section is fortunate that he has agreed to accept responsibility for this role for a further term. Thanks, Bruno.

Of course, the biggest workload in a Section always falls to the Secretary, and in Lourense Das we have been fortunate to have had a consummate professional who has a fantastic network of colleagues across the world but especially throughout Europe. Her proximity to the IFLA headquarters has also been invaluable to the Section. Unfortunately, Lourense has found it impossible to attend the IFLA conferences on a regular basis, and for this reason she did not put her name forward to continue in that role. Lourense did, however, attend the mid- year meetings, and much of the work of the Standing Committee has been transacted there.

In her report Lourense has captured the important matters that have transpired during the year and, in particular, since the mid year meeting. The minutes of that meeting spell out the

important decisions that have been made. I believe that the establishment of mid year meetings has been a very positive move and has enabled much better communication and collegial decision making. It also provides the opportunity for the section to offer a professional development workshop to the local community, and facilitates access to the mid- year Division meeting.

The formation of the IASL/IFLA Joint Steering Committee provides a wonderful opportunity for the Standing Committee to play a significant role in forging an international agenda for school librarianship. The Terms of Reference for this committee have been established and are:

*The Joint Steering Committee is to advise the IASL Executive Committee and the IFLA Governing Board on:*

- *submissions on matters relating to library and information practice within the school community. Submissions may be in response to a call for submissions or at the instigation of IASL/IFLA;*
- *the development of policy statements or documents relating to library and information practice within the school community;*
- *strategies to articulate and promote the role of library and information services and staff within the school community;*
- *other matters as determined by the IASL and IFLA governing bodies.*

I am hopeful that face-to-face meetings can be held, and that the committee will be able to make a significant impact in the framing of the strategic direction of both organizations.

I want to thank members of the Standing Committee who are retired in Durban for their contributions to the life of the committee and the Section. Welcome to those members who are joining the Standing Committee for the first time and to Dianne Oberg who is rejoining! To those who continue to serve, I wish you well.



## **Incoming Section Chair Message**

**Karen Usher**

Librarian, South Hunsley School, England karen@musher.demon.co.uk

Welcome! Under Niels Damgaard this newsletter was transformed into one of the best Section newsletters. In IFLA's Annual Award it came first in Seoul and third in Durban for its presentation and content. Unfortunately Niels was not present on either occasion to accept the congratulations of his Section colleagues and the delegates so we have sent our thanks by email. Niels has now handed the baton on to Lesley Farmer, the new Editor, who will continue his good work – keeping us informed about current trends in School Librarianship around the world.

This newsletter contains presentations from Durban among its articles. I have attended five WLICs over the last six years. They are always stimulating and exciting on many different levels. There is the renewing of old acquaintances, meeting new colleagues, a huge range of professional papers from so many countries and Section committee meetings.

Durban was my first trip to Africa. South Africa is a country of huge potential – natural resources, stunningly beautiful and a vibrant people. The Opening Ceremony with its plethora of talented young people and the inspirational Albie Sachs were truly memorable. As usual the Conference passed in a whirlwind of sessions, meetings and cultural events. Visiting the IFLA website (<http://www.ifla.org>) gives you the opportunity to see Librarianship in its many guises.

The Committee meetings were somewhat depleted due to many countries representatives not being able to attend. We said goodbye to some old friends – Lourense Das, Helle Barrett, Niels Damgaard, Margaret Baffour-Awuah, Maj Eriksson, Isabelle Fructus, Vincent Liquete and Dahlia Naujokaitis. James Henri did an admirable job as Chair and we look forward to his continued membership of the Committee. It was a great pleasure to welcome new colleagues – Randi Lunvall, Linda Veltze and Martine Ernout to the meetings in Durban. Thanks must also be given to Barbara Immroth for volunteering to take on the role of Secretary. One of IFLA's great strength is the commitment of the Committee members coming from all over the world, providing a forum for all those involved in School Librarianship to be heard, and also adding their voice to greater community of world librarianship.

During my (unexpected) term as Chair I will be concentrating on strengthening the voice of the Section within IFLA through our sessions at forthcoming WLICs. We will be working with the Multicultural Section in Quebec and hope to arrange a Pre-Conference for Milan. The Standing Committee also looks forward to working with the IASL, as it will be the contact point between the IFLA Governing Board and the IASL. Unfortunately after a great deal of email debate between the various parties it has been decided not to have a Pre-Conference before Quebec.

I look forward to meeting all the Committee Members over the next two years and as many Section Members as are able to attend the WLICs.



## **Secretary Report 2007**

**Lourense H. Das**

School librarian, Director of Meles school library [iasl@meles.nl](mailto:iasl@meles.nl)

Regular Administration: During the year I have dealt with the standard ongoing correspondence from IFLA Headquarters and the Division III Coordinating Board, as well as from a range of individuals.

Mid Year Division III Meeting Zagreb: The Section Chair and I participated in a two day meeting. This was a good opportunity to share ideas and concerns and may lead to better synergies among Sections at future conferences. The Division III meeting was again a splendid opportunity to plan a mid year section meeting. Unfortunately besides the chair and myself, only one SC member (Ms. Karen Usher from the UK) was able to be present. We spend several hours discussing the Durban conference (satellite meeting and Division session), the Quebec conference including a satellite in Toronto together with OSLA, the strategic plan and other ongoing busi-

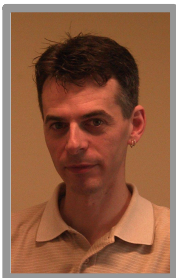
ness. The mid year meeting was followed by a one-day workshop, prepared by James Henri and myself in cooperation with Ms. Mihaela Zorica Banek. The workshop, organized for school / teacher librarians as well as library students from all over Croatia was held at the University of Zagreb. Approximately 80 participants were present.

Preparation Durban 2007 Conference: Much correspondence and communication was necessary with regard to the WLIC conference 2007. Not only with IFLA HQ on facilities but also with the local officers on the organizers of the Satellite in Durban, as well as the members of the standing committee.

Cooperation with IASL: After the establishment of the Agreement (July 2006) correspondence was sent on the composition of a steering committee with the executive secretary of IASL, the Standing Committee of the Section, and IFLA HQ.

Section matters: Correspondence with IFLA HQ with regard to forms and procedures. Correspondence with regard to the election of new SC members and (new) corresponding members.

Post Script: I trust you will be as cooperative and supportive as you have been to me for the past two years. I would like to say a special thank you to Niels, our former Newsletter editor, who has done such a great job making the newsletter a pleasure to read and to look at. THANK YOU, Niels. I wish Lesley lots of success and fun preparing and editing our journal. I would also like to thank James for his input, his wit and friendship. I hope you will recover soon and I'm sure we will meet each other again in another capacity. Take care and all the best for a splendid school library future.



## **Information Officer Report 2007**

**Bruno Vermeeren**

Antwerp, Belgium [bruno.vermeeren@vbad.be](mailto:bruno.vermeeren@vbad.be)

About 23 new members joined the School-L discussion list. There are currently 113 active members on the list. I keep in touch with the organising committee of the International School Library Day, an initiative of IASL. The Advocacy Kit for School Libraries was published last year. I welcome all comments and suggestions for improving and extending this tool. I volunteered to be the Section's representative in the committee reviewing the reactions to the call for papers for the joint session Libraries in Good Health. As last year, priority for the next year will be raising the membership of the Section.

## IASL/IFLA Joint Steering Committee

As a means of expanding the collaboration between IFLA's School Libraries and Resource Centers Section and the International Association of School Librarianship, an IASL/IFLA committee has been established. In general, collaboration and co-operation will focus on areas: being of mutual benefit to each organisation and its membership; having a current and future practice focus; emphasising library and information services within the school community. The committee members are being determined this year.



### **Strategic Plan Focus:**

### **Advocating the importance of libraries and information literacy in teacher education programs and curricula**

Dr. Yuriko Nakamura and Dr. Lesley Farmer have been developing a plan for advocating the importance of libraries and information literacy in teacher and school administrators education programs and curricula. As discussed in the annual Section meeting, they want to collect information, papers and activities related to this issue. Then, the Section can think about ways to act on the information. So far, the main documents found have been issued by ALA. In Japan, there have been discussions about teachers being required to be taught about school libraries, but little has been implemented. If anyone knows of programs or documents on approaching teacher education from the library world side, please take time to collect information, not only of your own country but also from countries where friends and colleagues live. Please send any relevant documents and comments on the following plan to:

Dr. Yuriko Nakamura, Doshisha University, Kyoto, Japan  
+81-75-251-4894 / ynakamur@mail.doshisha.ac.jp

### ***IFLA Section of School Libraries and Resource Centres Strategic Plan***

Advocating the importance of libraries and information literacy in teacher and school administrators education programs and curricula (Professional priorities: (a) Supporting the role of libraries in society)

Actions: Develop a plan to meet this goal, including the identification of appropriate strategies.

Expand goal to include school administrators

Audience / stakeholders:

- \* Teacher ed instructors and curriculum developers
- \* School library program instructors and curriculum developers
- \* State and national teacher commissioners (those developing standards)
- \* Teacher ed professional organizations
- \* School administrators' (ed) organizations
- \* Policy makers (politicians)

Potential level of integration:

- \* Course level
- \* Program level
- \* State/national level

\* Professional organization level

Potential content/products (to be located/developed by IFLA):

- \* "script" or key messages about info lit and school librarian roles
- \* White papers and position papers on school libraries and information literacy in teacher ed and administration programs
- \* learning objects about info lit and school librarian/library programs
- \* assessment tools related to info lit and school librarian/library program standards as they apply to teacher ed and administration programs
- \* articles about info lit and school librarian/library program role within teacher ed and administration programs
- \* bibliographies about info lit and school librarian/library program role within teacher ed and administration programs
- \* Presentation products (e.g., PowerPoint, video, podcasts) info lit and school librarian/ library program role for teacher ed and administration programs

Potential Venues:

- \* conferences/workshops for teacher and school administration educators
- \* pre-service teacher and school administration education courses/programs
- \* publications for teacher and school administrations (e.g., associations)

Steps for IFLA Initiative:

1. Standards initiative to be done by IFLA:

- 1.1 Identify current information literacy and school library program standards
- 1.2 Identify what teachers and administrators need to know about information literacy and school library programs; identify their baseline information literacy competency
- 1.3 Examine current teacher / teacher education and school administrator standards to determine where info lit and school library program standards exist explicitly or implicitly
- 1.4 'Map' info lit/library program statements that can be incorporated into the teacher ed and administration standards

2. University-based initiatives for IFLA:

- 2.1 Contact and work with the education and training section of IFLA about goal
- 2.2 Locate existing efforts to integrate info lit and school librarians/library programs into teacher ed and administrator programs
- 2.3 Locate existing efforts on behalf of professional teacher/administration organizations to address info lit and school librarians/library programs into teacher ed and administrator programs

3. IFLA awareness initiatives:

- 3.1 Locate existing awareness efforts and products related to info lit and school librarians/library programs within teacher ed and administrator programs
- 3.2 Locate existing content/products that potentially could be used to address info lit and school librarians/library programs within teacher ed and administrator programs
- 3.3 Develop content/products that potentially could be used to address info lit and school librarians/library programs within teacher ed and administrator programs
- 3.4 Develop a process template or toolkit to help school library educators to integrate info lit and school librarian collaboration into teacher ed and administrator programs
- 3.5 Present an IFLA session/thread or mini-conference to help school library educators to integrate info lit and school librarian collaboration into teacher ed and administrator programs



## **IFLA WLIC Opening Ceremony**

### **Diljit Singh**

Faculty of Computer Science & Information Technology,  
University of Malaya [diljit@um.edu.my](mailto:diljit@um.edu.my)

The Opening Ceremony was truly a colorful and wonderful event. With Gcina Mhlope, storyteller extraordinaire, author, and 'Mother of Books' as the MC, the opening started off with a virtual flag ceremony as the flags of the 116 nations represented at the conference were flashed on the screen. Then youthful looking Kirsten Dey sang a heart-rendering song, Heart of the Nation.

Speeches are part of any opening ceremony. Dr. Alex Byrne, current President of IFLA, set the tone by reminding everyone of the role of libraries in society. Then Ms. Ellen Tise, Chair of the Conference Organizing Committee and President-Elect of IFLA, spoke of how conferences bring about a revitalization through acquiring new knowledge, meeting old acquaintances, and making new friends. She reported there were 3106 delegates registered as at Saturday evening, with more than 1000 from the African continent itself.

The speeches were interspersed with entertainment. After Ms. Tice's speech, the audience was entertained a pulsating dance, Heartbeat of Africa, by the Uthunga Zulu Dancers. Then Mayor of e-Thekwini Durban Metropolitan area, H.E. Obed Mlaba, welcomed the delegates. This was followed another touching song, Circle of Love, by the Youth of KwaZulu-Natal.



National Minister of Arts and Culture, Dr. Pallo Jordan, also welcomed the participants. He spoke about the changes in libraries since the apartheid era, and the plans for the future. His Ministry planned on spending 1 billion rand over the next three years on building collections, providing better access, and staffing of libraries. Mother tongue reading will also be promoted, and community libraries will be given emphasis.

Perhaps the highlight of the opening was the keynote address by Justice Albie Sachs. Justice Sachs currently serves on the Constitutional Court of South Africa, but has had to face many challenges in his life. He suffered much during the apartheid era, including losing an eye and an arm in a car explosion. Justice Sachs spoke of the days when he was in solitary confinement in prison, and being provided *Moby Dick* to read. He thanked the unknown librarian who provided him with *Moby Dick* and other books to read, saying that the books from the public library helped him keep his sanity during his solitary confinement. He likened librarians of today to the characters in *Moby Dick* – those who like to stay close to the boat (the traditional librarians) and those who like to swim far and deep from the boat (those who try new things). He also likened the circling around the boat with librarians doing the same thing over and over again. Justice Sachs categorized libraries into three groups – libraries on legs carrying living knowledge, libraries as physical entities containing stored knowledge, and libraries on a chip connecting the shared knowledge of the world. Justice Sachs, despite his physical handicap, is an accomplished author himself. His book *The Jail Diary of Albie Sachs* has been dramatized for the Royal Shakespeare Company, and broadcast on television and radio by the BBC. He acknowledged his dependence on books even now, for, in quoting Napoleon: "As an army marches on its stomach." he said that judges march on their books. Justice Sachs received a standing ovation at the end of his address. Geina Mhope thanked him by saying, "the world is a better place with people like you."

The finale was a multicultural Dance of Africa performed by the Youth of KwaZulu-Natal, accompanied by songs from Kirsten Dey.

The opening was truly a colorful and wonderful event, with the moving speeches, the songs and dances, and the bright colors. Geina Mhope commented towards the end that we have live telecasts of beauty contests and sporting events, it is time that opening ceremonies like these be telecast live too.

## Pre-Conference Workshop

**Diljit Singh**  
University of Malaya

The IFLA School Libraries and Resource Centers Section held a Satellite Meeting as a pre-conference activity on Saturday, August 18, 2007.



The satellite meeting started with the President Elect of the Library and Information Association of South Africa (LIASA), Rachel More, welcoming the more than 100 participants. She stressed that school libraries were no longer luxuries today; rather they were necessities in the educational process. Schools without libraries were indirectly denying children the right to quality education. Ms. More hoped that some day all schools in Africa would have a library.

The keynote address was presented by Jenny Rault-Smith, Chief Director, Curriculum and Assessment Development, Department of Education, Pretoria, South Africa. Ms. Rault-Smith pointed out that in a learning environment with increasing amounts of information, changes in pedagogy had to take place. Quoting statistics from a 2006 survey, she said that only about 19.8% of the schools in South Africa had on-site libraries. Generally, there was lack of a culture of reading for leisure. She outlined strategies the Department of Education had undertaken to promote reading in South Africa. Ms. Rault-Smith indicated that the development of policies on school libraries were being held up by the lack of statistics on current school library services.



Three speakers then briefly spoke on the role of associations that were playing (and could play) a role in helping the development of school libraries. Karen Usher spoke about IFLA's Section of School Libraries and Resource Centers, Zandile Gxwathi spoke about activities of the School Libraries and Youth Services Group of LIASA, and I spoke on the activities of IASL.

Later, Maud Hell from Sweden (and an IASL member), shared her experiences of information skills projects in Sweden. She introduced the participants to the Link Library and Web Detective of the Week websites. Ms. Hell advocated for new roles of the school library, moving away from the traditional warehouse role to a more active role, with information retrieval being replaced by information literacy activities.

Val MacGarry from the KwaZulu-Natal Education Department shared an excellent policy document on the promotion of reading. The document, entitled *Reading Policy Guidelines*, covers the purpose, principles and values, policy outcomes, and strategies for developing a reading culture. The document should be a reference resource for all those concerned with policies on the promotion of reading, especially those from developing countries.

Two other papers were presented in the afternoon: C The ACE program for school librarian development in KwaZulu Natal by Ruth Hopkins, and Learning about the Struggle: Resources for Learners by Anne Brown and Jane Cornelius.

Overall, I feel it was a very beneficial program for the local participants. South African school libraries need help in their development, and meetings like these are a step in the right direction.



## IFLA PRESENTATIONS

### **Biblioteca Las Américas: Exemplary Secondary School Library for Health Professionals: A Case Study of Best Practices**

**Presented by Barbara Immroth and Bill Lukenbill**

Bibliotheca Las Américas, 2006 American Library Association/American Association of School Librarians Award winner, is the South Texas High School for Health Professionals Library, Mercedes, Texas, in the Lower Rio Grande Valley Region near the Mexican border with Texas. The school's primary mission is to serve students interested in professional health careers. The program of academic instruction and advanced technical skills prepares students for allied health careers and/or post secondary education. Bibliotheca Las Américas works closely with the South Texas Academy of Medical Technology a secondary school nearby that prepares students for non-professional support services in the medical field. These two schools are located in a largely Spanish-speaking region, one of the poorest areas of the United States where health care workers are scarce and where disease rates are high.

This presentation highlighted Bibliotheca Las Américas' unique range of services and resources including: modern facilities and technology, professional and clerical staffing, convenient service hours, extensive book, video, periodical, database, Spanish language collections and instructional and research services. Special attention was given to its extensive dual language literacy and reading programs, peer mentoring on health topics, outreach and partnership programs with community, state and national partners such as the Hidalgo County Health System, Valley Medshare, interlibrary loan programs with Rice University, the University of Texas School of Public Health and Health Science Center San Antonio and National Library of Medicine MedlinePlus. During MedlinePlus outreach four peer tutors reached more than 2000 people in the initial year. The program reaches students, teachers, parents and community members with current, accurate health information. The presentation concluded with suggestions of how these services and programs in a poor, bilingual regional can be adapted to other school and public libraries and community environments.

### **Empowering Teenage Girls Through Technology**

**Presented by Lesley Farmer**

Girls' view and use of technology is dependent on developmental issues and social messages. Amazingly, they are still uninformed about technology's impact upon their futures. Consequently, there is a significant need for effective interventions that will empower girls and reframe their technology use. The paper describes the elements for success in helping girls to use technology to empower themselves, and provides concrete examples of effective initiatives in school and community settings. It details the role that caring adults play in identifying appropriate resources and providing positive experiences which engage girls in deeper technology skills and applications. It also calls for adults to change their own mindsets in relation to technology, and to leverage girls' developmental needs. Girls benefit

from school-based and out-of-school learning activities that link current interests to community and career opportunities.

## **Responding to Children in Need: Two Model Programs**

**Presented by Pat Muller**

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Children throughout the world have the same needs: for shelter, food, love, a caring environment, health care, and education. This paper examines two projects that are bringing hope to the most needy of Africa's children through education and literacy, and by showing them that people do care about their current well being and future success.

The first program is the Lubuto project which is currently operating in Lusaka, Zambia. "Lubuto" is a word that means knowledge, enlightenment, and light in the Bemba language. The Lubuto library project was founded by Jane Meyers in Lusaka Zambia in 2001 with a makeshift library called Fountain of Hope, using a shipping crate as a building. Ms. Meyers is a professional librarian based in Washington, DC. She has lived for many years in Africa. Ms. Meyers manages the fund raising for the project, and builds partnerships with local schools to collect and ship books for the libraries. These are not just collections of donated books, but high quality libraries organized according to library principles, with titles that are carefully selected to appeal to the young patrons. There is also a field director in Zambia, who works with the local community to find partners and build libraries.

The goal of the Lubuto project is to improve the lives and future prospects of street kids, orphans, and other vulnerable children affected by HIV/AIDS in sub-Saharan Africa. It also seeks to educate students in the United States about the impact of AIDS on their peers in Africa, and to build a compassionate activism by involving them in collecting and sorting books to be sent to Zambia.



Although many governmental and private organizations are helping to meet basic needs such as food and shelter, there is a gap in trying to provide educational and literacy services to children in the streets who are outside the local school systems. The Lubuto project tries to fill that gap. Thus, the mission of the Lubuto Library Project is twofold: in Africa, to provide these vulnerable children with a safe haven and an excellent and varied collection of appropriate books and enrichment programs, aimed at educating and reconnecting them with their culture and with society at large; and in the U. S., to enlighten students

about the impact of HIV/AIDS on their peers in Africa, and to give them the opportunity to help them in a meaningful way.

Lubuto works with African community-based organizations to construct library buildings based on local, indigenous African architecture. This results in a building that is familiar and welcoming to the children. The Lubuto libraries provide a safe and welcoming place where children can read, look at books, have books read to them, and learn about practical skills, health and safety issues, and many other topics. The books are in English and in many local languages as well. Each library has a carefully selected collection of 5000 books, collected in the United States, and supplemented by local language materials. They are selected to appeal to boys and girls from ages 5 to 18 in both rural and urban areas. The host organization assigns staff who are trained by Lubuto librarians to run the libraries. Lubuto libraries also offer storytelling, writing, art, music, and drama. Not only do the children have a safe place to go away from the streets, they also have the opportunity for companionship with others like themselves, and guidance from caring adults. The first permanent Lubuto library was completed in February, 2007. Three libraries will be finished in this year, with plans to build 100 total in Zambia, and expand to other countries in the region.

The second project is Room to Read, which is based on the organization's belief (and slogan) that "World Change Starts with Educated Children." Room to Read was started in 2000 by John Wood, a former executive with Microsoft. While on a trek in Nepal, he stopped at several local villages where he experienced the enthusiasm of the children for learning and also shock at the lack for resources, including books, for them. John quit his job as a senior executive with Microsoft to found Room to Read. He returned one year later to Nepal with 3000 books, and Room to Read was born.



Room to Read is unique in that John used corporate business practices to build an inspiring vision for the group. This vision is based on four principles:

- scalable, measured, and sustainable results
- low overhead for maximum investment in the educational outcomes
- challenge grants to local communities that foster ownership and sustainability
- strong local staff and partnerships so that programs are culturally relevant

Specifically, Room to Read partners with villages to build schools. They establish bilingual libraries filled with new donated books in English and local languages, and furnish them with posters, games, and furniture. They source contracts to local writers and illustrators to write local language childrens books, which they then publish for distribution through their network; they establish computer labs, and they fund long term scholarships for girls. The successful outcome of each project depends on community involvement and co-investment through the challenge grants. This increases the likelihood that the project will be self-sustaining after the initial investment and assistance from Room to Read. Local staff are hired and empowered to make key decisions, based on their knowledge of their country and its customs.

From its beginnings in Nepal, Room to Read has expanded into several other Asian countries such as Vietnam, Cambodia, and India. In 2006, they launched Room to Read in South Africa.

Vatiswa Motun is the head of Room to Read in South Africa. He has assembled a talented team of local employees who launched a Reading Room program in the Eastern Cape and Mpumalanga, and started publishing children's books in Khosa, SiSwati, and Zulu as part of the local language publishing program. By the end of 2006 Room to Read had established 65 libraries in South Africa with a total of 150 projected through 2007.

Room to Read began working in Zambia this year: 2007. Their goals are to begin partnerships with local non-governmental agencies to establish libraries, on a limited basis at first, and then throughout the region. This project will touch the lives of Zambian children with enhanced educational resources and infrastructure, and support the government of Zambia's formal commitment to improving education. The educational goals include eliminating school fees for grades 1-7, ensuring that children enter school early and stay for at least seven years, and creating effective partnerships to mobilize local and donor funds.

Room to Read is dedicated to forever altering the lives of the children of the world by providing them with the ability to read and write. As Nelson Mandela said, "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."



## Section Newsletter 2007

**Dr. Lesley Farmer**, Editor  
California State University Long Beach [lfarmer@csulb.edu](mailto:lfarmer@csulb.edu)

As incoming section newsletter editor, I am very pleased to contribute to this important endeavor. As you know, Niels Damgaard has done a marvelous job. As much as possible, I hope to continue the same practices to facilitate the transition. I hope to strengthen the relationship between IASL and our section in IFLA through the newsletter. I would also like to emphasize the associations within our section. Therefore, I would also like to receive a copy of association publications, which I can draw upon.

So that the membership has a better idea of the incoming newsletter leadership, here are some details about me, your new editor. I coordinate the librarianship program at California State University Long Beach. Previously, I worked in K-12 school libraries: public, private, single sex and coed. I have also worked in public, special, and academic libraries. I have written over twenty books and over a hundred articles and chapters on library science. Back in the 1970s I helped edit the IASL newsletter. I am also an active member and presenter for professional organizations. Currently I am IASL vice-president for association relations.

**The deadline for the next issues of the section newsletter is May 1. I am especially interested in cross-border initiatives in support of the 2008 IFLA conference, which has as its theme "Libraries without borders: Navigating towards global understanding."**

## FEATURED COUNTRY PROJECTS



### **SearchSpeakLearn and SMiLE: School Library Projects Built on Government Support**

**Helle Barrett**

Chief Librarian at Pedagogical Centre, Malmö, Sweden  
helle.barrett@malmö.se

*When the school library is used as a tool for learning in different subjects, it is then, above all, that it fulfils a pedagogical function. Integration between library and education can and may look different in different subjects and at different stages during education. Also: teachers and librarians need to cooperate in mutual respect concerning each other's competencies.*

This brief statement from the Authority for School Improvement in Sweden, combined with the intent to strengthen and improve traditional literacy (reading, writing and speaking) as well as Information Literacy, explain investment in school library projects on a national level.

### **SearchSpeakLearn (SSL) and SMiLE**

SearchSpeakLearn (SSL) and SMiLE (Possibilities of School libraries for the Learning of Pupils) are two school library projects funded by The National Authority for School Improvement. The intention is to show that, through the growth of knowledge and pedagogical discussions around its possibilities, the school library can become a more active part of the school. The project goals are:

- to strengthen the cooperation between teachers and librarians
- to increase the competence in the field of information literacy
- to support the headmasters in their responsibility for school development and the part of the school library in that development.

SearchSpeakLearn, which targets secondary schools, focuses on increasing information literacy competency. SMiLE, which targets compulsory schools, focuses on the cooperation between teachers and librarians. Both projects aim to increase pupil goal fulfilment, and both are designed in the same way. Once a term, teams of teachers, headmasters and librarians from selected schools in the selected regions meet at the universities involved in the projects. The teams participate in lectures and seminars, and are conduct research in the school library field. Mentors, who are experienced librarians and teachers, play a significant role in the projects; they discuss the project with the teams, visit those teams at their school sites, and keep in contact with teams through net-based facilities.

During the projects the teams read, discuss and engage in development work in their school, a development work that is documented as a process. A lot of documentation will be generated by

each team, and that documentation will comprise the data used for evaluation. The documentation will also be a tool for reflection and for communication. Documentation will take the form of:

- descriptions of things as they are at present
- visions
- development areas
- report of the work.

The projects are still in early stages, and although positive reports are appearing, it is yet too early for any conclusions on a bigger scale. Nevertheless, some key questions are already popping up:

- has the school library, through the growth of knowledge and pedagogical discussions, become a more active part of the school?
- has information literacy competency increased among teachers and school librarians?
- has cooperation between teachers and school librarians been strengthened?

And even if the participants might have positive answers to these questions, there is still the big important question: What has been the project's impact on students?

## **A History of National School Library Investment**

The national school library investment started some years back in a project called Room for Language. Here follows a formal statement about the initiative.

*Room for Language entails that language development is integrated in all milieus of the school. The great variety of media and pedagogical methods employed by school libraries lays the groundwork for exciting curiosity and desire for knowledge in pupils, and is a premise for providing for their individual qualifications and learning styles. Room for Language is working to construct knowledge based for continued development a research that will contribute to challenging didactic competence in a constantly changing pedagogical environment. In doing so Room for Language focuses on, for example:*

- **Research** – to extend and apply knowledge and to link different areas of research
- **Competence development** – to offer long-term support to development projects
- **Information and communication** – to invite the exchange of ideas, distribute experiences, and inspire local development projects

*The aims for Room for Language are*

- *To build up a knowledge base that will serve as a point of departure for creating networks for questions of linguistic communication focusing on the function of the school library*
- *To focus on the role of the school library in terms of investigative, pupil-active, and language-developing work methods, which entails, for example, to choose the right media, tools and forms of expressions, that is, those well adapted for one's pedagogical purposes*
- *To support pre-schools and schools in developing language-stimulating environments*
- *To inspire conversation about the extended concept of language*
- *To develop long-term strategies and networks for further work with the pedagogical function of the school library in promoting language –developing methods in a multicultural school*



*Room for Language focuses on Information Literacy: The schools' opening towards the surrounding world and demands placed on schools to change their work methods have, together with local and national ICT-ventures, brought questions of textual analysis And problem solving as well as information handling and criticism of sources to fore. To sort through and evaluate information constitute an increasingly component of learning. The pedagogical of school libraries seems crucial in this context, a precondition for pupils' diverse language and knowledge development.*

*The fact that Room for Language's various commissions are harboured within one and the same project is symptomatic of the conviction that the library in so many ways meets the demands on a developing language and learning environment. Libraries supply a number of texts and other media and can thereby uphold both reading-stimulating and supportive function as far as development of pupils' information and competence goes. These functions are also the traditional roles of librarians. As room for many voices, the library is also a meeting ground for thoughts, ideas and values – a democratic agora. Creative learning environments such as a library are prerequisite for the mission of democracy and values inherent in the Swedish school system, and for pupils to achieve their learning goals. The pedagogical role of the school library can be summarised as involving for different dimensions: to support the pupils' independent studies, the reading for pleasure and development towards independent learning and to support teachers and teaching.*

## **Other Current Projects**

Support for school libraries as a tool for learning has moved into a new exciting stage with the start of the current project. At the moment, participants from around sixty schools in very different communities in Sweden are developing new ways of working, aiming for the best way to work for the benefit of student' learning. Recently a third project was started, STILBIB (School Library Support), which is run by researchers at the University College of Borås.

The City of Malmö has its own project, which focuses on the diverse, heterogeneous situation in the schools: social, ethnical, cultural, etc. Twelve schools with 75 participants are involved in the project. Teachers, principals and librarians are collaboratively preparing or just starting the development work. The project started with a big presentation last April; the first university meeting took place October 4, 2007. In the meantime, the mentors have been visiting the schools and will continue to do so until the end of the project in spring 2009.

Being responsible for this project is one of the most exciting assignments of my career. We intend to publish discussions and results continuously, sharing our experiences. At the moment, we are working on an English translation of our website.

The developing work in the schools can look very different from school to school. Some examples from Malmö follow.

- One school has a tradition of working with children's fiction. The teachers want to find new ways to develop their methods, integrating the library and the librarian into the student learning in a meaningful way. Learning about the possibility to create digital stories as an activity for the pupils was a real hit to them.

- Another school has no real library and no staff; one teacher is “...buying books and tidying the book shelves.” Their hope was to registrar the books in the automated library system as their project. The project group and the mentors are now discussing a strategy to develop the role of the library and methods to find a budget for a school librarian.
- A third school has a well-developed school library with a full time librarian, with a well-established library program within the school. Here the discussion is on another level: how to further develop information literacy – and the challenging possibilities of the library and the different media.

The project in Malmö is still quite young so it is very exciting to follow the different developments in twelve different schools. Schools who not participating in the project, tell us that they want to make development work as well, and as one of our obligations is to share the experiences and ideas, we welcome the opportunity to further develop our project ideas.

### Associated Websites

<http://www.pedc.se/index.asp?IDnr=1779>

[http://www.skolutveckling.se/innehall/kunskap\\_bedomning/skolbibliotek/](http://www.skolutveckling.se/innehall/kunskap_bedomning/skolbibliotek/)

<http://www.adm.hb.se/~emf/stilbib/Index.htm>





## Electronic Access to Icelandic School Libraries

**Dr. Sigrún Klara Hannesdóttir**

President of Upplysing: Icelandic Library Association  
sigrun@hi.is

On October 15, 2007, a conference was held to commemorate the tenth anniversary of the unique national licence agreements to scientific journals and databases. The project started when the Minister of Culture and Education signed a contract for unlimited access to *Encyclopaedia Britannica* for the whole country. Since then the project has grown and many new contracts have been signed. The national licences mean that every computer that is connected to an Icelandic service provider has unlimited and free access to about 14,000 full text journals and several databases, including Science Direct, ProQuest and EBSCO. All schools in Iceland, even the smallest and most remote, have the same access to millions of articles and sources of information in all fields of human knowledge. All teachers have this same access, both in school and at home, which facilitates the preparations of classes.

This access costs Iceland about 1.7 million USD annually and is paid for mainly by the largest research and university libraries in the country with financial support from the Ministry of Education. Secondary schools pay a nominal amount for the access to databases, which is based on the size of the school, amounting to about 1 USD per student per year. Elementary schools are included in the sum that each local government pays to the nationwide licenses; those calculations are based on the population census. The local government pay about 0.15 USD per person to this project.

Another very interesting service to all schools in Iceland is the online union catalog, *Gegnir*, which holds the records of all items in Icelandic libraries. It is the only union catalogue in the country. The library system behind this catalog is Aleph500 from Ex Libris. The web-based catalogue is available to every home in Iceland. The catalog includes a direct link to all Icelandic journals and newspaper that have been digitized or are published originally in digital form, so that users can jump from the catalogue entry directly to the full text.

Major digitization efforts have been made by the National and University Library of Iceland. All Icelandic journals and newspapers published prior to 1920 are now freely online in digital form, as well as are maps, manuscripts and some old books. The largest newspaper, *Morgunblaðið*, has been digitized (1913-2000 issues) and is available online for free. After 2000 the newspaper has been available in digital form without charge with except for the last three years, which are available through subscription. Many other digitization projects are ongoing. The aim is to create an Icelandic digital library of all national publications.



## Merhaba! Books, Smiles, and a Big Idea

**Linda Jewett**, school library consultant and Executive Director of the California School Library Association

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**Lynda Lincoln**, teacher librarian, Sacramento County Office of Education

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In September we and our husbands were part of a Rick Steves tour of Turkey, “The Best of Turkey in 13 Days™.” Our tour group of 26 people from across the United States gathered in Istanbul where we were met by our Turkish guide, Mine, American guide, Kathy, and bus driver, Rafet. After three days of discovery in Istanbul, we enjoyed Ankara, Cappadocia, Konya, Antalya, Pamukkale, Kusadasi, Ephesus, Izmir, and back to Istanbul before returning home.

Near Denizli, in the Pamukkale region of Turkey, our tour bus rolled up next to a large, bright-yellow building with two-story cutout of Atatürk, the father of modern Turkey, close by and peering down at us. At that moment, Mine grinned and said, “Surprise for you! We’re visiting a Turkish school.” The director/principal met us on the school steps, and took us to the second floor of the school for a short visit with the 8<sup>th</sup> grade English class. It amazed us that this Turkish school half a world away from our homes in the United States had much the same look as schools we know well: sweaters hanging on hallway hooks, teachers having a quick bite of food in the staff lounge, and children working industriously at their desks. The 8<sup>th</sup> grade students wore white shirts, plaid ties, and dark trousers or plaid skirts, depending on gender. They smiled widely but remained seated as we came into the classroom. Their teacher toggled between Turkish and English, and invited us to go around the room and meet the children. It was a warm day and, with about sixty people in a small classroom, we Americans were soon wiping our brows. Nevertheless, the conversations were brisk and fun.



We were guided to other areas in the main school building. A walk to the computer lab revealed pink walls and twenty older computers for the few hundred students to use. Then it was time to see the library, an out-building near the main structure. The exterior was beautifully adorned with paintings of a large bookworm reading and bright swirls of flowers on the walls. Painted book pages on either side of the entrance greeted us with these words (translated from Turkish by our guide):

"The greatness of a nation is not measured by how large the population is, but by the number of intelligent and wise people." (Victor Hugo)

"The difference between the literate and illiterate is as much as alive and dead." (Aristotle)

The actual library was very small, very bright and colorful. Large, red painted tulips decorated the walls. (On our tour we learned tulips originated in Turkey.) Each bookcase was painted in a different primary color. The director proudly pointed out the single green shelf holding about a dozen English language books. It was at that moment the idea sparked: we wondered how we could provide this library with enough NEW books in English to fill several shelves.



After leaving the library, we congregated once again on the playground; the primary grade students in their bright blue uniforms surrounded us, and offered us a cool, delicious yogurt drink. And then it was time to say goodbye and board the bus. It wasn't until we were back on the bus that we were told by Mine that most of the children are orphans or from very impoverished families. That information made the wheels in our heads spin about as fast as the wheels on the bus traveling down the highway! What if...what if...what if we could gather enough hard-back books to fill several shelves in the library? What if we could gather enough new paperback books so that *every* student, K-8, could have at least one book to keep as his or her own? What if we conducted a book drive at our state school library conference to gather new books for our young friends in Turkey?

We began by creating a poster session of our Turkish school adventure so the California School Library Association conference attendees could “see” the children and their school through our photos on a large display board. We invited them to place new books in the suitcases next to the display. Many, many new books were gathered there, and more since the conference ended. Perhaps one of the most exciting moments came when a good family friend offered his company's services to supply shipping boxes and transport the books to Turkey for us. The pieces of the idea were all falling into place!

As we continue to gather new books (the home offices look like warehouses), we remember the bright smiles of the children and how they practiced their beginning English on us, “Hello. My name is Halime. What is your name? It is very nice to meet you.” Yes, it was very nice to meet all of them, and to know that we can become very good friends through books, smiles, and a big idea. As the 8<sup>th</sup> grade teacher wrote in an email: “.... We will never forget the American and Turkish friendship. Maybe we will be the best example in the name of life and humanity.”

## WORLD NEWS

### LIS Education in Europe

The spring 2007 issue of the *Journal for Library and Information Science* (JELIS) focused on the state of European library and information science (LIS) education. The Bologna Declaration to coordinate higher education across Europe led to a European LIS project. Leif Kajberg and Leif Lørring edited the resultant publication *European Curriculum Reflections on Library and Information Science Education* (<http://biblis.db.dk/uhtbin/hyperion.exe/db.leikaj05>). In addition, those authors coordinated the JELIS issue that details specific European issues and efforts.

### Restrictions on Internet Use

The Organisation for Security and Cooperation in Europe, which involves 56 countries, has published a 212-page report, *Governing the Internet*. This publication highlights state restrictions on Internet use in more than twenty nations. "Recent moves against free speech on the Internet in a number of countries have provided a bitter reminder of the ease with which some regimes, democracies and dictatorships alike, seek to suppress speech that they disapprove of, dislike, or simply fear."

### Library Use in the Curriculum

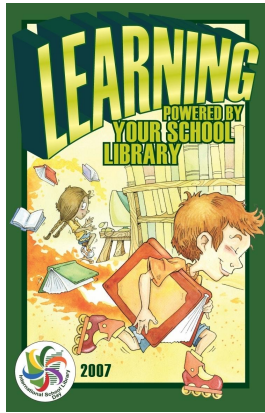
With help from the Canadian Organisation Development through Education, the Malawi National Library Service has started an initiative to get primary and secondary school administrators to incorporate learning activities about library use into the academic curriculum.



### International Teacher Librarian Study

Lesley Farmer is studying the experiences of beginning and expert teacher librarians (TL) to ascertain the universal and culturally-defined factors that predict practitioner success. She is isolating those factors that can be linked to TL preparation, with the intent of determining: 1) at what point in the academic-practice continuum identified skills, knowledge, and dispositions should be addressed; 2) what pre- and in-service activities optimize learning. The study was piloted with southern California TLs, and has expanded

internationally. If interested in participating, please complete her survey at <http://www.csulb.edu/~lfarmer>



## International School Library Day 2007

School libraries around the world celebrated the 9th annual International School Library Day “Learning – Powered by your school library” on Monday, October 22, 2007. This day was an opportunity for all involved in school libraries to showcase the importance that school libraries and programs have in the education of the youth of today to become tomorrow’s leaders. Because many countries were on school holidays with the official International School Library Day, their celebrations were held at a different time: starting in early October and continuing until mid November.

World wide celebrations include:

- many author, illustrator or poet visits to school libraries
- school wide silent reading sessions (many were held in school libraries)
- displays at civic centres of the school library activities
- sharing of homemade bookmarks
- public seminars and lectures on the importance of school libraries
- special presentations to school boards, ministries of education or other government officials
- sharing of student written books with other students.



To view more celebration activities, be sure to visit the International Association of School Librarianship’s International School Library Day website at <http://www.iasl-online.org/events/isld/>

### IRRT Strategic Plans

The International Relations Round Table (IRRT) of the American Library Association has updated their strategic goals and objectives.

Goal 1: Advocacy and value of the profession objectives

- Increase awareness in the U.S. library community of library services and activities from other countries.
- Highlight U.S. library projects ongoing in other countries to garner support for ALA’s international efforts.
- Help mobilize, support and sustain grassroots advocacy for libraries and library services internationally.

Goal 2: Education objective: be educated as world citizens with an understanding of cultures and issues facing libraries worldwide.

Goal 3: Influence public policy objective: Utilize technology and the IRRT website to increase the understanding of international issues affecting library and information services and generate support for international partnerships that strengthen library and information service.

# RESOURCES

## IFLA Resources

### ELEARN

ELEARN is a brand new IFLA mailing list, set up by the IFLA E-learning Discussion Group <http://www.ifla.org/VII/dg/eldg/index.htm>. E-learning is playing an increasingly significant role in our professional lives, either as a medium through which we learn, or as an activity that our library services must support. This is a discussion list for information professionals who are interested in issues to do with applications of e-learning in LIS education, continuing professional education and development and the operation of library services. The e-list also provides a core communication vehicle for the IFLA e-learning Discussion Group. If interested in these topics please join the E-list and contribute to the emerging discussion! Subscribe to the list at: <http://infoserv.inist.fr/wwsympa.fcgi/info/elearn>

### InfoLitGLOBAL

IFLA Information Literacy's section has established a database of information literacy resources. This project, which is partially funded by UNESCO, is built through the contributions of information literacy experts, particularly librarians. The directory includes communication channels (e.g., listservs, blogs, conferences), professional organizations, training opportunities, publications (e.g., guidelines, serials, monographs), and products (e.g., advocacy toolkits, assessment tools, tutorials). The website is <http://www.infolitglobal.info/>

## Other Helpful Resources

### *Teacher Professional Development Sourcebook*

The publisher of *Education Week* has launched an exclusive new resource guide on teacher professional development. The inaugural issue of the *Teacher Professional Development Sourcebook*, focusing on the expanding role of teacher collaborative work, is available online. There is much to see:

- Best practices and advice on creating and maintaining professional learning teams
- Research on what works in professional development
- Data snapshots of current practices and state requirements in teacher professional development
- An exclusive, interactive directory of more than 200 professional development products and services

The directory is fully searchable, with links to products, services, and organizations. To see if you qualify for a free subscription, go to [http://reg.itworld.com/servlet/Frs.frs?Context=LOGENTRY&Source=source&Source\\_BC=53&Script=/LP/80178918/reg&](http://reg.itworld.com/servlet/Frs.frs?Context=LOGENTRY&Source=source&Source_BC=53&Script=/LP/80178918/reg&)

The annual subscription rate for the print version is \$29. Place orders online, or call 1-800-788-5692.



### ***International Journal of Education and Development***

IJEDICT aims to strengthen links between research and practice in ICT in education and development in hitherto less developed parts of the world, e.g., developing countries (especially small states), and rural and remote regions of developed countries. The emphasis is on providing a space for researchers, practitioners and theoreticians to jointly explore ideas using an eclectic mix of research methods and disciplines. This ejournal provides free and open access to all of its content. The current issue focuses on using ICT. The journal is available online at <http://ijedict.dec.uwi.edu/viewissue.php?id=13>

### ***Education Matters***

This free online periodical provides summary information on issues and gives access to education indicators and Canadian education analysis. It presents information, statistics and analysis in a non-technical, highly readable format for teachers, students, parents, education associations, researchers and policy makers. It is published bimonthly by Statistics Canada's Centre for Education Statistics. <http://www.statcan.ca/bsolc/english/bsolc?catno=81-004-XIE>

## **Research Studies**

### **AASL School Library Survey**

The average school library today is a well-connected facility with significant numbers of computers for students and staff to do research, according to an AASL survey of school library media centers. But the survey also suggests that school district leaders need to pay more attention to their elementary school libraries and that larger schools should be spending more per pupil on their libraries than they do now.

School libraries count! (2007). Chicago: AASL.

Available: <http://www.ala.org/ala/aasl/slcsurvey.cfm>

### **Using the Internet for Education Purposes**

A recent study by Statistics Canada found that the Internet access can address post-secondary education issues facing rural youth. Nearly 80% of Canadian students access the Internet, mainly to research information for course assignments or to solve academic problems. While rural and small-town residents go online than their urban counterparts for research projects, they are more likely to use the Internet for distance and self-directed learning.

Insights on education, learning and training in Canada. (2007). *Education Matters*, 4(4).

Available: <http://www.statcan.ca/bsolc/english/bsolc?catno=81-004-XIE>

### **Latinas at Risk**

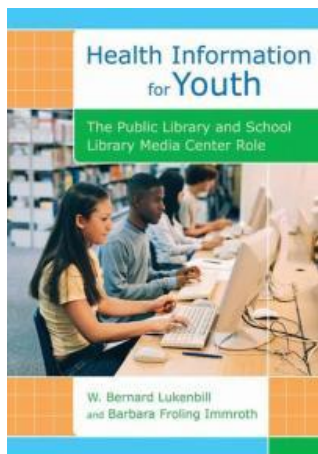
A fine article in *Library Journal* points out several statistics and study findings about the obstacles facing Latina teens. For instance, that population is most likely to attempt suicide, is over-represented in being at risk for HIV/AIDS while having less health coverage, and more likely to drop out of school. Librarians and other youth services must work together to help this at-risk population.

Dempsey, B. (2007, Nov. 15). Latinas in need. *Library Journal*

## New Books

**Schniederjürgen, A. (Ed.). (2007). *World guide to library, archive and information science education* (3rd ed.). Munich: K.G. Saur. (IFLA Publications; 128/129). ISBN 978-3-598-22035-7. Price: EUR 168 (EUR 148 for IFLA Members)**

This completely revised edition produced by IFLA lists more than 900 education institutions world-wide where over 1500 professional education and training programmes are carried out at the post-secondary education level. Entries provide address and contact details, as well as information regarding teaching staff and students, program contents, duration and level, admission and completion requirements, tuition rates, library and technological facilities, continuing education, etc.

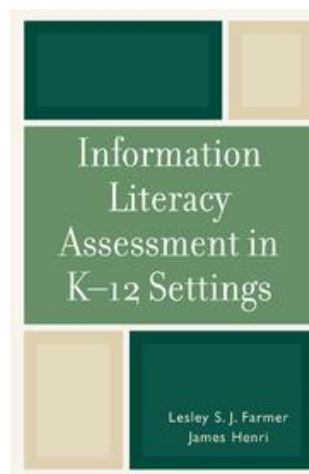


**Lukenbill, W., & Imbroth, B. (2007). *Health Information for Youth: The Public Library and School Library Media Center Role*. Westport, CT: Libraries Unlimited. ISBN13: 9781591585084 \$45**

Students, librarians, teachers, parents, and caregivers in need of information that address health issues encountered by youth will find it in this inclusive book on the topic. Public and school librarians will appreciate discussions of issues related to the general status of healthcare for youth, delivery systems, and locations of consumer information and methods to select and manage the collection of health information materials.

**Farmer, L., & Henri, J. (2007). *Information Literacy Assessment in K-12 Settings*. Lanham, MD: Scarecrow Press. ISBN-13: 978-0-8108-5695-0 \$35**

As library educators help the academic community incorporate information literacy into the curriculum and instruct students so they become information literate, the role of assessment becomes key—and problematic. What should be assessed, how should it be examined, and is there even a valid and feasible set of assessment tools? This work helps library educators serving students from the pre-kindergarten level through high school address information literacy assessment issues systematically within their own settings. Global trends and cultural contexts are duly noted in exploring assessment processes and use, as well as in analyzing and categorizing existing assessment instruments. Farmer and Henri also investigate the factors affecting information literacy: instructional strategies, learning activities, collaborative practices, resources, learning environment, curriculum, and administrative support.



## Conferences and Other Professional Development Opportunities

### **World Library and Information Congress: 74th IFLA General Conference and Council**

*Québec, Canada, 10-15 August 10-15, 2008*

Theme: "Libraries without borders: Navigating towards global understanding"

Session Title: All aboard at the School Library: Giving children the tools they need to navigate the future!

The School Libraries and Learning Resource Centers Section and the Library Services to Multicultural Populations Section are planning a session to showcase four examples of best practice in School Libraries and in the education of School Librarians that facilitate diversity and awareness in multicultural communities. Email proposals by February 1 to [karen@musher.demon.co.uk](mailto:karen@musher.demon.co.uk) or [library@shunsley.eril.net](mailto:library@shunsley.eril.net). More details are available at <http://www.ifla.org>.

### **International Association of School Librarianship Conference**

Incorporating the 12th International Forum on Research in School Librarianship

*University of California at Berkeley USA, 3-6 August 2008*

Theme: "World class learning and literacy through school libraries"

<http://www.iasl-online.org/events/conf/2008/index.htm>

The online submission site for 2008 conference proposals is now open and will accept proposals through January 15, 2008. They seek proposals for four types of presentations: professional papers, Research Forum, workshops/demonstrations, and poster sessions.

### **5th triennial ECIS Librarians' Conference**

*Berlin, February 28-March 2, 2008*

Theme: "Going places"

<http://my-i-experience.com/experiences/ecis/ecisindex.htm>

### **Libraries in the Digital Age (LIDA) 2008**

*Dubrovnik and Mljet, Croatia, June 2-7, 2008*

Themes: "Education and training in digital libraries": Research and development

"Reference in digital environments": Applications and practice

<http://www.ffos.hr/lida/>

LIDA addresses the changing and challenging environment for libraries and information systems and services in the digital world. Since its inception in 2000, LIDA has emphasized the examination of contemporary problems, intriguing advances, innovative approaches and solutions. LIDA brings together researchers, educators, practitioners, and developers from all over the world. The deadline for papers and workshops is January 15, 2008.

### **Fifteenth Jubilee International Conference, Libraries & Information Resources in the Modern World of Science, Culture, Education & Business**

*Sudak, Crimea, Ukraine, July 7-15, 2008*

<http://www.gpntb.ru> or <http://www.iliac.org>. Email: [CRIMEA2008@GPNTB.RU](mailto:CRIMEA2008@GPNTB.RU)

In previous Crimea conferences 14,200 people from 47 countries participated. Sessions are usually presented in Russian or Ukrainian, and translators are provided in English language. For more information, including calls for proposals, see the conference website listed above.

## IFLA SECTION INTRODUCTIONS



### **Section Chair Karen Usher**

Librarian, South Hunsley School, East Yorkshire, England  
karen@musher.demon.co.uk

I am the CILIP (UK Chartered institute of Library and Information Professionals) nominee to the Section and have been involved with IFLA since the Boston Conference. I have been a School Librarian in an East Yorkshire Secondary School for 21 years and worked as a children's Librarian in Nottinghamshire before that. Professionally I have been involved with CILIP: School Libraries Group since 2002 and have been Conference Manager for CILIP: Youth Libraries Group for 25 years. I have two wonderful children, a terrific husband and, as well as them, love reading, cinema, theatre, ballet, my cat and chocolate (but not necessarily in that order!)

### **Standing Committee Member**

#### **Randi Lundvall**

School Librarian, Løkeberg Primary School,  
Sandvika, Norway  
randi.lundvall@loekebergskole.no

I work as a school librarian and an English teacher in a primary school of 570 students. "My" library was one of the visiting school libraries at the IFLA conference in 2005 in Oslo. I am chair of the Norwegian Library Association's Department of School Librarians



~~Before the IFLA conference in Dublin, I became a member of the committee, I participated at the committee meetings at the conferences in Glasgow and Oslo as an observant. I have also attended two IASL conferences (Malmö and Dublin). The standard of Norwegian school libraries is very varied. Our Department of Education has announced a national program for the development of school libraries in January, 2008. I am one of several resource persons to help the department with this program, which is anticipated with great expectations among Norwegian school librarians. With twenty years of experience working nationally with school libraries, I will be looking forward to working internationally in IFLA.~~

*Note: Cover photo courtesy of Barbara Immroth*