



Section on Literacy and Reading *Newsletter*

No. 25

July 2008

A MESSAGE FROM THE SECTION CHAIR

Dear Colleagues,

It is truly my pleasure and honor to be the Chair of the IFLA Section dealing with such fundamental library issues as literacy and reading. The literacy and reading skills and a positive attitude toward them are a prerequisite for survival in today’s global information society. My term as the Chair only started in 2007 in Durban. It is not easy to fill in the place of the previous Chair Gwynneth Evans, who set such high standards. However, I believe in team work and the support of all members of the Standing Committee and all of the Section’s members. For 4 years prior to this term, I was the Chair of the Libraries for Children and Young Adults Section, and it was exactly because of the team efforts that we achieved excellent results. This is the reason I believe your contribution will achieve the same in this Section. I also hope our Section will be even more open to partnership with all other relevant organizations in our surroundings. The Section is concerned with a range of activities that affect all types of libraries, library associations, and institutions related to reading and literacy development and practice. It remains committed to research and the promotion of reading as a source of pleasure, information, and life-long learning and to the integration of reading research and reading development activities into library service for all citizens, as stated in our Section’s mission statement. Collaboration can help us in achieving these goals and this is why we

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Section Chair's Column continued:

need many active members. Send us your comments, ideas, examples of good practices, involve your library colleagues and the ones not related to the library, get involved in the Standing Committee activities and follow the news on the Section's web page on IFLANET (<http://www.ifla.org/VII/s33/index.htm>).

As you probably noticed in November 2007 our Section changed its name from *Reading Section* to *Literacy and Reading Section*. There were many reasons for this change as the line between reading and literacy is often blurred. Moreover, the mission of the Section is to assist IFLA in effectively fulfilling one of its key professional and strategic priorities: promoting literacy, reading, and lifelong learning. The name change itself is not as important as the fact that complex and systematic work on promoting basic literacy and practicing reading and writing contributes to information literacy, without which the progress of an individual and the society as a whole is not achievable.

World Library and Information Congress in Canada - the 74th IFLA General Conference and Council is ahead of us. All of you are invited to the Section's meetings in Quebec on 9 August, 2008 (14:30-17:20) and 15 August, (14:00-16:50), where we will discuss reports, the Strategic Plan and decide on the future activities. You are also invited to attend the Literacy and Reading Section programme jointly organized with the Public Libraries and Multicultural Sections. *The Global Literacy and Reading Fair: sharing good library practices in support of the United Nations Literacy Decade 2003-2012* programme will be held on Monday, 11 August (8:30-12:45). Twenty-two participants from all over the world will present reading projects, programmes, campaigns and research. Some of them are your potential local or international partners who can enhance the work of your institutions and organizations. And some of them come from the non-library backgrounds which can give us a new perspective on literacy and reading promotion.

See you in Quebec! We promise a rich and rewarding programme. For those of you who will not be able to attend we will make sure to provide complete texts in the Conference proceedings.

Ivanka Stricevic

WLIC: 74th IFLA General Conference and Council, Quebec, Canada
Standing Committee of the Literacy and Reading Section
Meetings Schedule and Agenda

The meetings are in the Quebec Convention Centre

Meeting 1, Saturday 09 August 2008, 14:30-17:20, Room 2104a

1. Welcomes and Apologies for Absence; Introduction of Members and Observers
2. Approval of Agenda (possible additions and corrections).
3. Approval of the Minutes from the Standing Committee meetings in Durban (see Section *Newsletter*, No June 2008).
4. Report from the Chair and financial report, Ivanka Stricevic
5. Report from the Secretary, Robert Sarjant
6. Report from the Newsletter Editor, John Cole
7. Report from the Information Co-ordinator Briony Birdi
8. Report from the CB meeting (held in Quebec prior to the SC meeting)
9. Quebec Conference schedule and discussion on session's organisation and members' duties.
10. Reports on projects
Report on co-operation with IRA and IBBY (MoU)
Ongoing projects
Publicity matters
11. Reports from members and visitors on national activities related to The UN Literacy Decade (All are encouraged to prepare short reports)

Meeting 2, Friday 15 August 2008, 14:00-16:50, Room 2105

1. Quebec Conference evaluation: debriefing on Global Literacy and Reading Fair
2. Strategic Plan updates and development of Section's Priorities, 2008-2009
3. Proposals for projects 2008-2009, discussion
4. Milan 2009 Conference planning and discussion on Pre- or Post- conference in Italy 2009
5. Selection of paper for possible publication in the IFLA Journal
6. Any other business or reports

74th IFLA GENERAL CONFERENCE

Session No. 85

Quebec, Monday, 11 August 2008, 08:30-12:45

**THE GLOBAL LITERACY AND READING FAIR: SHARING GOOD LIBRARY PRACTICES
IN SUPPORT OF THE UNITED NATIONS LITERACY DECADE 2003-2012**A half-day session of the Literacy and Reading Section
in co-operation with the Public Libraries and Multicultural Sections.

8.30-8.45 Introduction		Moderator: Gaynor Eyre
5 min.	Ivanka Stricevic (Croatia)	<i>Literacy and Reading Section's Chair 2007-2009</i>
5 min.	Gwynneth Evans (Canada)	<i>Literacy and Reading Section's Chair 2003-2007</i>
5 min.	Robert Sarjant (UK)	<i>Literacy and Reading Section's Secretary 2003-2007</i>

8.45-9.30 Presentations and storytelling		Moderator: Gaynor Eyre
10 min.	Patsy Aldana (Canada)	All about IBBY—and what about children in crisis and books?
10 min.	Antoinette Fall Correa (Senegal)	Donner le goût de lire en milieu défavorisé
15 min.	Marian Koren (The Netherlands) Gerald Leitner (Austria)	The potential of national reading campaigns: Experiences from Austria and the Netherlands in international perspective
10 min.	Robert Stelmach <i>allias</i> Max Tell (Canada)	Make the Stories You Tell Your Own: A storytelling session (I.)

9.30-10.30		Moderator: Ariel Lebowitz
Demonstrations of reading activities, reading/literacy projects, programmes and campaigns, sharing of experiences and vision		

10.30 – 11.10 Presentations and storytelling		Moderator: Ariel Lebowitz
10 min.	Robert Stelmach (Max Tell)	Make the Stories You Tell Your Own: A storytelling session (II.)
10 min.	Gregory Salmers (Canada)	Time to Read and Estevan Area Literacy Group: results from two collaborative approaches to literacy
10 min.	Bernadette H. Mukulu and E.R. Makinza (Namibia)	Holiday Reading Adventure Programme
10 min.	Brenda Livingston and Marcia Aronson (Canada)	Getting to Know the Library: introducing adult learners (literacy, ESOL/FSL) to the resources and services of the public library

11.10-12.10		Moderator: Lorraine Jackson
Demonstrations of reading activities, reading/literacy projects, programmes and campaigns, sharing of experiences and vision		

Global Literacy and Reading Fair continued from page 4:

12.10 – 12.30 Presentations		Moderator: Lorraine Jackson
10 min.	Dale Lipschultz, Jenny Levine, Scott Nicholson Julie Scordato (ALA, USA)	Libraries, Literacy, Games, and Gaming
10 min.	Stig Elvis Furset (Norway)	The Locker-Room Librarian: The Maradona of literature dissemination

12.30 – 12.45 Discussion and Conclusion		Moderator: Virginia Walter
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List of (all) presenters:

	Presenter	Title
1	Robert Stelmach aka Max Tell, independent writer/storyteller/educator	Make the Stories You Tell Your Own: A storytelling session
2	Patsy Aldana, (IBBY), Canada	All About IBBY- and what about children in crisis and books?
3	Antoinette Fall Correa, Bibliothèque-Lecture-Développement (BLD), (CODE, Canada), Senegal	Donner le goût de lire en milieu défavorisé
4	Gerald Leitner, The Austrian Public Library Association, Austria Dr. Marian Koren, Public Library Association, Research and International Affairs, Netherlands	The potential of national reading campaigns: Experiences from Austria and the Netherlands in international perspective
5	Gregory Salmers, Southeast Regional Library, Saskatchewan, Canada	Time to Read and Estevan Area Literacy Group: results from two collaborative approaches to literacy
6	Bernadette H Mukulu and E.R. Makinza, Holiday Reading Adventure, Ministry of Education, Oshana Region, Namibia .	Holiday Reading Adventure Programme
7	Brenda Livingston, Literacy Services Specialist, Toronto Public Library, Marcia Aronson, Manager, Adult and Readers' Advisory Services, Ottawa Public Library, Canada	Getting to Know the Library: introducing adult learners (literacy, ESOL/FSL) to the resources and services of the public library
8	Stig Elvis Furset , Action !read and the Norwegian Archive, Library and Museum Authority, Norway	The Locker-Room Librarian: The Maradona of literature dissemination
9	Dale Lipschultz and Jenny Levine, American Library Association, Chicago; Scott Nicholson, Syracuse (NY) University; and Julie Scordato, Columbus (OH) Metropolitan Library, USA	Libraries, Literacy, Games, and Gaming
10	Ida F Priyanto, Gadjah Mada University Library, Yogyakarta, Indonesia	<i>Mangan ra Mangan Moco Buku!</i> - Eating or Starving, Read Books

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Global Literacy and Reading Fair list of presenters continued from page 5:

11	Mary Mei-lee Lau CHENG, Hong Kong Public Libraries, Hong Kong	Optimization and Sustainability – An Overview of Reading Promotion by the Hong Kong Public Libraries
12	Augustine Musyoki Mutiso, Embu, Kenya National Library Service, Kenya <i>(not coming)</i>	Taking Library Services to Hospital Wards: A Case of Embu Provincial Hospital - Kenya
13	Sharon Thien, Assistant Director, Service Management, Public Library Services, National Library Board, Singapore Kiang-Koh Lai Lin, Director, Reading Initiatives, National Library Board, Singapore	Nurturing a Nation of Readers: Sharing the Joy and Adventure of the Reading Experience through the Singapore public libraries
14	Kathy Knowles, Director Osu Childrens' Library Fund, Ghana/Canada	New Directions for Children's Libraries in Africa: Publishing for Early Readers
15	Annick Guinery, Bibliothèque Municipale de Choisy le Roi, Choisy le Roi, France	Au pays des ménagères-oiseau: de l'apprentissage à l'expression collective
16	Elmir Yakubov, Municipal library, Khasavyurt, Republic Dagestan, Russia	ДИАЛОГОВОЕ ЧТЕНИЕ КАК ВАЖНЕЙШИЙ ИНСТРУМЕНТ ПРЕОДОЛЕНИЯ ЭТНИЧЕСКОЙ НЕТЕРПИМОСТИ (Dialogue reading as the major means of overcoming ethnic intolerance)
17	Elsa Ramírez, Centro Universitario de Investigaciones Bibliotecológicas de la UNAM, Mexico	La contribución de la biblioteca pública de América Latina y el Caribe a la formación de lectores. Avances de la Encuesta Internacional de Lectura
	Majela Guzmán, Department of Library and Information Science, Faculty of Communication, University of Havana, Cuba <i>(sharing table with 17)</i>	El futuro bibliotecario y la lectura: un estudio de caso en la Universidad de La Habana
18	Ratna Bandyopadhyay, University of Calcutta, The LIS department, India	Creating reading environments: our initiatives in West Bengal, India
19	Viviana Quinones, The National Center for Children's Books, Paris, France	Centre national de la littérature pour la jeunesse – la joie par les livres: des actions pour l'accès des enfants à la lecture

What's New in the UN Decade of Literacy (2003-2012)?

by Gwynneth Evans



The UN Literacy Portal (1) has vast amounts of information. Because UNESCO is the world body which sets the framework, strategies, and policy for education and understands literacy to be an integral part of all forms of education and life long learning, it is sometimes difficult to find practical information to assist and support literacy programmes in libraries.

In light of the IFLA work in the Literacy and Reading Section, there are a number of programmes and documents of interest to our members.

In the Section entitled: 'Programme Design and Delivery', five components are required for effective and sustainable literacy programmes. I could not help but think of our *Guidelines for Library-Based Literacy Programs* (2) which have been translated into a number of languages. The same points are made. On that same page there is reference to a position paper on *The Plurality of Literacy and its Implications for Policies and Programmes* (3), published in 2004. This document highlights the development of the understanding and application of literacy over the decades and makes a case for seeing literacy in its wider economic, social and cultural context for not only individuals, but also communities and societies.

One of the interesting chapters is on Creating Literate Environments, a subject on which the Section has done some research. In reading the recommendations on literate environments, core values of IFLA are mentioned first: the promoting and ensuring freedom of expression and communication; access to materials in all formats; and the importance of establishing and supporting community libraries. All the points are highlighted in the Public Library Manifesto and other IFLA statements.

There are also interesting lessons to be learned from the QUALIFLY: Quality in Family Literacy. While the main stakeholders were a Group of 6 European agencies and the funding came from the European Union, the UN Institute of LifeLong Learning in Hamburg acted as coordinator involved as well. This programme's objectives were to foster

- the exchange of ideas and best practice between different European institutions running family literacy programmes or aiming to set up such a programme;
- disseminating best practice through the creation of a "knowledge base" website;
- reviewing monitoring and evaluation methods to identify quality indicators and promoting new approaches for effective programmes;
- creating a core group of expertise in each partner country through the active involvement of tutors in the project;
- doing advocacy work for the family literacy approach through the website of the partnership and the individual networks of each partner.

The focus of the project is on three topics of crucial importance to family literacy programmes:

- Best practice for teacher training
- Best practice materials for parents
- Evaluation and monitoring (4)

It is worth visiting the site, because there are reports from the meetings of the partners as well as case studies and information on the individual partners and some invited guest speakers and specialists from other countries. For example, I found a Power Point on *Family Literacy Research and Practice in Canada* by Ivan Laberge that provides a pan-Canadian perspective. In the reports of the meetings there are some valuable models of family literacy practice.

Under Literacy conferences (5), it is possible to review the best practices of the Africa and Arab regions.

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UN Decade of Literacy continued from page 7:

My recommendation is that the Literacy and Reading Section publish its best practices in library-based literacy programmes, so that we can demonstrate the role of libraries to literacy development and sustainability not only on the IFLA website but also on the UNESCO Literacy Portal.

References

1.
http://portal.unesco.org/education/admin/ev.php?URL_ID=53553&URL_DO=DO_TOPIC&URL_SECTION=201
2.
IFLA Literacy and Reading Section. *Guidelines for Library-Based Literacy Programs*, <http://www.ifla.org/VII/s33/index.htm>
3.
UNESCO. *The Plurality of Literacy and its Implications for Policies and Programmes*. Paris: UNESCO. 2004.
Referred to at:
http://portal.unesco.org/education/en/ev.php-URL_ID=53807&URL_DO=DO_TOPIC&URL_SECTION=201.html
4.
QualiFLY Programme. Quality in Family Literacy - <http://www.unesco.org/education/uie/QualiFLY/>
5.
Literacy Conferences.:
http://portal.unesco.org/education/en/ev.php-URL_ID=53650&URL_DO=DO_TOPIC&URL_SECTION=201.html

MINUTES OF STANDING COMMITTEE MEETINGS IN SOUTH AFRICA (2007)

The detailed minutes of the Standing Committee on Reading's two meetings in Durban, South Africa—held on 18 Aug. and 24 Aug. 2007—are available on IFLANET, along with the minutes of previous meetings back to 2003. Go to: <http://www.ifla.org/VII/s33/annual/s33-minutes.pdf>



In Durban, highlights of the first meeting included a presentation and discussion of the IFLA/IBBY/IRA memorandum of understanding (also available on the Web site), a report on the pre-conference in Pretoria on Innovative Multicultural Services for All, and a general discussion about the United Nations Decade of Literacy (2003-2012), reading promotion, and the visibility of the Reading Section within and beyond IFLA.

The meeting was chaired by outgoing chair Gwynneth Evans, whose devoted and effective work for the past four years was recognized with much appreciation, affection, and applause.

The second meeting was chaired by incoming chair Ivanka Stricevic, who expressed her appreciation to Gwynneth Evans and to other committee members for their support and commitment to our common cause.

Highlights included additional discussion about the most successful Pretoria pre-conference (attended by 115 people); a report on the likewise successful Reading Section program on 27 August; a possible program for the conference in Quebec City in 2008; Section priorities, 2007-2008; and a discussion supporting a suggestion that the name of the Section on Reading be changed to the Section on Literacy and Reading.

Literacy Initiatives in Canadian Libraries: A Selection of Current Programmes

by Gwynneth Evans

Introduction

With the explicit reference to Literacy now in the Section's title and the IFLA Congress in Quebec City in August 2008, it is timely to tell you about some of the current literacy initiatives in Canadian libraries.

Recent Events

For the first time in Canada, the Provincial and Territorial Ministers of Education took the lead in holding a Pan-Canadian Interactive Literacy Forum in April 2008. Their motivation in working together was the knowledge that many Canadians struggle with low literacy rates which affect education, health, the economy and more. Aware that more than 8 million adult Canadians (from 16 years do not have the requisite literacy skills to perform well, the Council of Ministers connected 3,500 learners, literacy experts, and representatives from the education, non-profit, business and labour sectors at nine sites across Canada through web casting technology. Each site had its own theme, which taken together, wove a powerful story around the general theme 'Literacy: more than words'.

The conference included sessions on Aboriginal literacy, the challenges for new Canadians coming into a bilingual country, lifelong learning, the use of the Information and Communication Technologies, partnerships and workplace literacy. Well-known Canadians gave plenary speeches and groups met face-to-face at the individual sites to discuss issues and plans to address them.

The forum initiated a new literacy action plan which includes:

- Sharing literacy policies among governments
- Creating networks of organizations to gather and share teaching resources for learners of all ages
- Encouraging additional literacy research, statistics sharing, and the effective use of data (<http://www.cmec.ca/releases/press.en.stm?id=61>)

This two-day marathon is expected to have concrete benefits. Already the four provinces in the Atlantic region have announced a regional plan to complement and strengthen the provincial plans. (<http://www.releases.gov.nl.ca/releases/2008/edu/0415n08.htm>).

The emphasis will focus on assisting individuals and groups in improving and sustaining their literacy skills and habits and inculcating an approach to life long literacy, a theme which the former IFLA president Kay Raseroka took as her presidential theme: Libraries and Life Long Literacy.

In 2006, the Canadian Library Association (CLA)'s Action for Literacy Interest Group sponsored a National Summit on Literacy and Libraries. With a number of partners, the CLA distributed the results of a survey of literacy services and programmes in libraries, conducted in both English and French. All the materials on this Summit may be found at: www.librariesandliteracy.ca, a site developed and maintained by the National Adult Literacy Data Base at: <http://www.nald.ca/index.htm>.

In 2007, Dawson College's Centre for Literacy hosted the Summer Institute on 'Libraries and Literacy: Making It Work' in Montreal. This was an international institute; it is possible to review the case studies of five libraries, two of them in Canada: Calgary Public Library and Regina Public Library at: <http://www.centreforliteracy.qc.ca/whatsnew/sli2007.htm>. The presentations are also available at the same site. An annotated Bibliography on the subject was published by the Centre in 2007. Its ISBN is 978-0-9784752-0-8 and it can be downloaded in pdf at: <http://www.centreforliteracy.qc.ca/publications/librlit/librlit.pdf>.

These three recent events in Canada emphasize the importance of literacy in Canada's development and more particularly the place of literacy services and programmes in libraries. While we know that public libraries have services for all segments of the population from newborn babies and mothers to seniors and shut-ins, other types of library – school, college, and university - are involved with different types of literacy and are key players in information literacy.

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Literacy Initiatives continued from page 9:**Public Library Activities**

Public libraries in Canada are dedicated to encouraging life long learning and to the support of educational, social, economic and cultural inclusion in their communities. They are also strong partners with other agencies in the public, private and not-for-profit sectors in reaching out to individuals and groups.

Their websites have increasingly become the portal to virtual and on-site services and programmes. They often arrange sites for distinct user groups who can identify themselves: new immigrants; children/kids; youth/teens. For example, the Vancouver Public Library home page links users to seven other languages; and has sites for kids and teens at: <http://www.vpl.vancouver.bc.ca/>.

At the City of Montreal (Ville de Montréal), the websites are in French and English” the Library promotes a wide-ranging literacy collection and identifies the libraries where titles may be found. The same style is used for collections in ‘original’. There are programmes as well; in low cost housing complexes, health and social service centres and parks, in the summer. Visit http://ville.montreal.qc.ca/portal/page?_pageid=4276,5536156&_dad=portal&_schema=PORTAL to learn more about Montreal’s libraries.

While many Canadians live in urban areas, libraries also serve rural and remote areas of the country. Partnerships are often central to the sustainability of literacy programmes which stimulate and support reading. Some examples are: Gift of Words TM programme which in 2007 gave 55 organizations across Canada money to increase their collections: Hay River Dene Village Library in the Northwest Territories received \$2500.00 to create a reading circle for young members of the First Nation’s community to integrate the use of board books, storyboards, music and rhyme as well as storytelling and the Andrew and Laura McCain Library in Florenceville, New Brunswick, accepted \$1500.00 to buy a collection of books including graphic novels to attract the boys and bring them back to the library (<http://www.abc-canada.org/en/media/releases/2007-03-20>). The programme is supported by Starbucks Coffee Canada.

Other partnerships include Adopt-a-Library Literacy to assist the kids in developing skills to avoid criminal behaviour. The police work with the library and other community partners such as businesses, service clubs and social agencies. The website, www.fightingcrime.ca ,

Demonstrates the programme at Pictou-Antigonish Regional Library in Nova Scotia. And in Lunenburg, the Chief Librarian in consultation with the community launched: Small Communities-Big Ideas. Some of the elements of the project include:

- . deliberate planning to increase instruction classes on advanced internet searching and evaluation of information
- . creating a place for community story-telling, discussion, information-sharing, ideas
- . sharing, starting with four-part discussion series pilot in Lunenburg from February to May 2008 on democracy and a summer reading club with one big book: War and Peace
- . continued consultation with Board, community members, staff and other interested groups to evaluate any proposed project (<http://www.ssrlibrary.ca/view2.php?page=big-ideas-background>)

Summer Reading Clubs are sponsored at a number of levels. Library and Archives Canada has a partnership with the Toronto Dominion (TD) Bank Financial Group and Toronto Public Library for a programme in English and French. The 2008 theme is LOL or Laugh Out Loud. The poster is illustrated by a Canadian cartoonist, Patricia Storms. Since 2007, the TD Bank has rewarded two of the most innovative reading programmes in French and English held in local libraries across Canada. (<http://www.td-club-td.ca/index-e.html>). In 2006, Library and Archives Canada commissioned a study of the impact of summer reading programmes. This report may be found at: <http://www.collectionscanada.gc.ca/obj/009003/f2/009003-06-040-e.pdf>.

The British Columbia Library Association runs a teen reading club, supported by the B. C Minister of Education and many sponsors. It now operates all year according to the website: <http://www.teensrc.ca/sponsors> .

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Literacy Initiatives continued from page 10:

Quite a number of the students hired through the Program Young Canada Works Program for Heritage institutions worked with children in the Reading Clubs. The programme is coordinated by the Canadian Library Association and the Association des sciences et des techniques de la documentation (ASTED) (http://www.cla.ca/AM/Template.cfm?Section=YCW_in_Heritage_Organizations_Recipients) ,

Each region and each library is distinctive. This review provides just a flavour of what is happening.

School Libraries

School libraries are dependent on their local school authorities and their school districts. It has been difficult to generalize about the effectiveness of their literacy programmes, except to say that school libraries suffered from the great push in the early 90s to connect all the schools of Canada. Rarely were the librarians involved; and often the professional library staff (teacher-librarians and library technicians) and the collection suffered in the heady days of popular thinking that 'everything can be found on the Internet'. All one had to do was 'click'!

Some provinces have realized that the Internet does not teach critical thinking, literacy skills and responsible and savvy use of the technologies. Information literacy is a learned skill, which needs practice. The Province of Ontario has recently announced major investments in collections and professional library staff so that library school programmes can be reintroduced. This major gain has come after years of lobbying by publishers, booksellers, parents, librarians and the media. The best source of information on school libraries in English and French is the School Library Information Portal at: <http://www.cla.ca/slip/>.

College and University Libraries

Like many university libraries in every part of the world, the college and university libraries of Canada have changed dramatically over the last two decades. They both push as much information and service to the desktop as possible and they pull as many as possible into the library space, through their 'Information Commons', comfortable chairs and coffee shops, long hours (sometimes 24 hours) and individual and group study rooms.

These libraries were the first to be hit with some of the challenges arising from the use of the Internet: plagiarism, absence of research skills, and ignorance of copyright. They recognized that the lack of earlier preparation in primary and high school library programmes resulted in students arriving at college and university without the knowledge and understanding of information literacy: searching, use of library reference materials, respect for copyright and intellectual property, writing skills, to name a few. They have become strong, interactive centres of learning and teaching. The library staff, in addition to their many responsibilities, is often partners of students and faculty. IFLA is heavily involved in information literacy through the Information Literacy Section (<http://www.ifla.org/VII/s42/index.htm>).

An innovative literacy programme was launched by students of Queen's University in Kingston, Ontario, and has now spread to three other universities in Newfoundland, Northern Ontario and British Columbia. In January 2008, students in each university slept in the library for ten days to raise money to build and equip libraries in Nepal. They work with Room to Read (www.roomtoread.org). The story of the Canadians may be found at: <http://www.publicaffairs.ubc.ca/media/releases/2008/mr-08-006.html> or www.liveinforliteracy.com.

Another group of Canadian young people have started a not-for-profit organization to assist libraries. Their site is at: www.underthereadingtree.org and thanks to grateful donor the British Columbia Library Association has money for Canadian and international projects. More information on 'Libraries across Borders' may be found at: <http://www.bcla.bc.ca/LAB/default.aspx> .

Conclusion

I have tried to present a sample of the most current programmes in literacy and libraries. Some of them have international dimensions and some are home grown. Fortunately, in Canada we are working more closely as a nation to address the literacy opportunities and challenges of every sector of society. We are also emphasizing not only our need for research and accurate data but also the importance of intervention and programming that takes into account the social, economic and cultural (including language) contexts of the groups who need assistance to learn and use their literacy skills. Libraries are central agencies in addressing the challenges and being creative collection builders and service providers.

Strategic Plan of the Literacy and Reading Section, 2007 - 2008

Updates: May, 2008

Mission

The Mission of the Reading Section is to assist IFLA in effectively fulfilling one of its key professional and strategic priorities: promoting literacy, reading, and lifelong learning. This priority is comprehensive in its understanding of literacy, from basic literacy to information literacy, and its comprehension of reading and of lifelong learning. (See the description of this priority)

IFLA has organized all its activities within three Pillars: Society: Profession and Membership. The mandate of the Literacy and Reading Section is both outwardly focused toward Society, but also supportive of both Profession and Membership.

In undertaking support for and coordination of activities related to literacy, reading and lifelong learning that increase the literacy of all people, the Reading Section recognizes the importance of former President Raseroka's theme for 2003-2005: Libraries for Lifelong Literacy and also the UN Decade of Literacy 2003-2012. The Section will contribute to plans to ensure the contribution of libraries to this Decade. It also incorporates the importance of partnerships, recognized as the theme of President Byrne for 2005-2007 and the need to have Libraries on the Agenda, the theme of the President Claudia Lux for 2007-2009.

The nature of this professional priority ensures that strong programming related to research, education and training and best practice will, by extension, support the other priorities: supporting the role of libraries in society; defending the principle of freedom of information; preserving our intellectual heritage; developing library professionals; promoting standards, guidelines and best practices; representing libraries in the technological marketplace; providing unrestricted access to information; balancing the intellectual property rights of authors with the needs of users; and promoting resource sharing.

As literacy is the foundation of the work of all division and sections, the Literacy and Reading Section welcomes the opportunity to work cooperatively, both within IFLA and beyond. It is pleased to act in an advisory and resource capacity to any group wishing to know more about the role of libraries in literacy and reading promotion programmes.

GOALS:

1. Help libraries worldwide develop projects and programmes that encourage and support literacy, reading, and lifelong learning.

Actions

1.1 To distribute, demonstrate and promote the use of the brochure "Library-Based Literacy Programs: Some Practical Suggestions"; to promote its translation into all of IFLA's official languages and as many national languages, as possible; to make the translations accessible on the web; and, where possible, to support the printing of those in IFLA languages.

1.2 To mark the UNESCO Decade of Literacy (2003-2012) and to promote the contribution and recognition of libraries in research and in the development and practice of literacy, information literacy and lifelong learning, taking into account the diversity of cultures, languages and economic and social circumstances, and supporting the theme "Libraries for Lifelong Literacy".

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2007-2008 STRATEGIC PLAN (May 2008 Updates) continued:

1.3 To assist IFLA in the concrete implementation of the formal Partnership Agreement with the International Reading Association (IRA) and the International board on Books for Young People (IBBY).

1.4 To continue to develop, share the results, and possibly expand to other nations the "Book Centers" reading promotion project launched in 2001 by Russian and U.S. reading promoters with the support of the Open Society Institute.

1.5 To serve, through IFLANET and with links to and with other websites, as a resource and advocate for information about literacy and reading promotion projects/programmes and events worldwide.

2. Through meetings, discussion, research, publications, and widespread dissemination of information on IFLANET, encourage a better understanding of reading, literacy, and book culture in specific cultural milieus.

Actions

2.1 To identify and encourage the sharing of research and best practices in the sponsoring of appropriate literacy and reading events and celebrations, in cooperation with other national and international cultural, literacy, and reading organizations (e.g., marking International Literacy Day (8 September) in cooperation with the International Reading Association and its national associations and the International Literacy Network; marking World Book and Copyright Day (23 April) in cooperation with UNESCO and its national commissions; and to honour specific achievements in the worlds of literacy and reading development in cooperation with the International Book Committee, the International Board on Books for Young People (IBBY) and other groups, such as the International Reading Association and its national/regional associations).

2.2 To continue to support and maintain Celebrate Reading Worldwide: An Interactive Calendar of Reading Promotions" begun in 2003 as a Reading Section project and coordinated at the University of Houston, Clear Water.

2.3 To realise an Open Session at the 2007 IFLA conference in Durban, South Africa, in cooperation with the Public Libraries and School Libraries and Resource Centres Sections, on the theme of 'Libraries in Good Health: Resources and Practices Designed to Support Community Development and Outreach in Health-related Issues.', based on the general theme of "Libraries for the Future: Progress, Development and Partnerships" and to President Byrne's theme of "Partnerships", and to contribute to the Satellite Conference, entitled 'Multicultural library Innovative services for all, with special reference to literacy, learning and linguistic diversity' in Pretoria through cooperation with Library Services to Multicultural Populations and Library Services to Children and Young Adults.

2.4 To plan and organise an Open session at the 2008 IFLA conference in Quebec, Canada, in cooperation with the Library Services to Multicultural Populations and Public Libraries Sections under the title: The Global Literacy and Reading Fair: sharing good library practices in support of the United Nations Literacy Decade 2003-2012. It also promotes a new format of programme as an open, interactive, and participatory space that reflects innovation to face the global challenges in reading and literacy issues and enable sharing a good practices.

2.5 To encourage the participation of members of IRA and IBBY and publishers and literacy agencies in the South African conferences through communication, promotion and contributions to planning the events.

2.6 To support and take part in Division VII's Programme, when the topic is relevant.

2.7 To promote, in cooperation with the Center for the Book in the Library of Congress, the Russian libraries and the British Council, their reading promotion "handbook" that illustrates and describes good ideas for promoting reading from around the world.

Continued on page 14

2007-2008 STRATEGIC PLAN (May 2008 Updates) continued:

3. Monitor, promote, and disseminate research and research results about reading, readers, reading promotion, literacy, and library services to readers.

Actions

3.1 Building on the Section's 2001-2002 survey of reader-centred services in public libraries, support extending the research and research methodology to Latin American libraries, in cooperation with the Latin American Section.

3.2 To continue and strengthen the "Reports on Current Research in Reading and Literacy" column in the Section on Reading *Newsletter*.

3.3 To ensure that the papers presented at the Reading Section's Open Session at the 2006 conference in Seoul and 2007 conference in Durban are on IPLANET, and to encourage the publication of the papers as widely as possible in relevant journals and newsletters.

3.4 To continue the development and implementation of a joint research project with the International Reading Association (IRA) on the hallmarks of a literate environment to support the learning and practice of literacy and the love of reading and writing.

3.5 To explore opportunities for joint training and cooperative projects among members of the International Board on Books for Young People (IBBY) and the International Reading Association (IRA), especially in areas specifically identified in the Joint Agreement of August 2005.

3.6 To explore opportunities for the Literacy and Reading Section's participation in the IFLA Congress in Milan 2009 and a pre-conference organized with Children and Young Adults Section under the theme "national reading promotion campaigns; libraries as partners".

4. Increase membership on the Standing Committee and in the Section on Literacy and Reading.

Actions

4.1 To prepare and publish the Section's membership bookmark on IFLANET in as many IFLA languages as possible, and, where resources allow, to make print copies available to target members.

4.2 To increase the Section's visibility by cooperating actively with organizations outside IFLA, such as the International Reading Association and the International Board of Books for Children (IBBY) and with IFLA units which have similar interests.

4.3 To publicize the Section's activities and achievements systematically and to encourage more IFLA institutional members to join the Section on Literacy and Reading.

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The Section on Reading needs more members. Please consider joining us in our important work of promoting reading and literacy in the digital age. Contact any of the members in this issue or IFLA Headquarters, % Cynthia Mouanda, Membership Manager, P.O. Box 95312, 2509 CH The Hague, Netherlands, fax: +31-70-3834827, e-mail: membership@ifla.org.

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Visit the Section on IFLANET at: <http://www.ifla.org/VII/s33/index.htm>