

## HAVANA DECLARATION

### **FIFTEEN INFORMATION LITERACY ACTIONS...**

***... for collaborative work on generation of networks for development  
of information literacy in Ibero-American countries  
(Latin America, Spain and Portugal).***

Over the last ten years, in the framework of different events and contexts, different *declarations* on information competence education<sup>1</sup>, also known as information literacy or “IL-INFOLIT” have been submitted in relation to other literacies and skills training.

This declaration aims to combine conceptual, philosophical and investigative main aspects of those previous *declarations* (Ciudad Juárez, 1997-1999-2002; Prague, 2003; Alexandria, 2005; Toledo, 2006; Lima, 2009; Paramillo, 2010; Murcia, 2010; Maceió, 2011; Fez, 2011)<sup>2</sup>, and prescribe several commitments to implement practical and concrete actions from the perspective of collaborative work and the evolution of networks for the increase of the information literacy in our contexts.

This event that has created the opportunity to gather different professionals, libraries, educational institutions and member organizations belonging to different Ibero-American countries<sup>3</sup>, and to share and understand their vision, learned lessons and perspectives on the IL-INFOLIT topic.

Therefore, we propose and commit ourselves to work in different ways and according to our possibilities and scope for these 15 actions:

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<sup>1</sup> In Spanish: “Alfabetización Informacional-ALFIN”; in Brazilian Portuguese: “Competência em Informação-COMPINFO”; in Portuguese (Portugal): “Literacia Informacional-LITINFO”.

<sup>2</sup> These declarations are compiled and can be accessed in the section: “*Documentos fundamentales*” (Key documents) of the blog: Information Literacy / Colombia: <http://alfincolombia.blogspot.com>. (Professor-Researcher: Alejandro Uribe Tirado)

<sup>3</sup> For literature and Web 2.0 resources on information literacy in Ibero-America can visit the websites: <http://alfiniberoamerica.wikispaces.com> - <http://alfiniberoamerica.blogspot.com>. (Professor-Researcher: Alejandro Uribe Tirado)

### **1. Formal development of informational sub-competencies processes.**

To advance various activities and media (*courses, tutorials, workshops, Web resources, etc.*) in our training programs, that cover development and acquisition of all 5, 6, 7 or more sub-competencies of information skills and processes, according to the IL-INFOLIT model (*identify, locate, evaluate, organize and create, and/or use and communicate, etc.*).

### **2. Consider both the general and the specific**

IL-INFOLIT programs and their training actions should consider both general aspects common to public users, as well as specific characteristics such as of age, gender, level of education, disciplines, professions, culture, language and access, knowledge and use of information communication technology (ICT). Training programs and activities should respect the rhythms and styles of learning of individuals and the organizations which they belong to and which they are involved in and adjust information and training accordingly.

### **3. Promote training across all academic levels and types of activities ~~more possible present~~**

Information literacy and information competency education, including validation of these competencies, is a requirement for successful life-long learning, and provides added value, and a differential advantage of great importance in pre-school, elementary, high school and university level institutions and curriculum. As such it should be fostered in both curricular and/or extra-curricular activities.

### **4. Training in these competencies is for everyone**

Information competencies are present in education, social, governmental and business organizations and are important for interaction in today's society and processes of social capital, human talent management, quality management, knowledge management, entrepreneurship, innovation, and other areas. Therefore IL-INFOLIT will offer, promote, and support different training options collaboratively, not only in the area of formal education (*curricular or extracurricular, compulsory or*

*elective*), but also in the non-formal and continuous education (*update, professionalism, citizen training, etc*).

**5. Working for its recognition as a transversal and fundamental education in all contexts**

Promotion of IL-INFOLIT by different communicative actions of socialization and negotiation, and through plans and projects (*strategic, action, curricula, etc.*), of public, educational, social, cultural and economic institutions, is considered a strategic and fundamental theme, that allows the development of formative actions with the institutional-organizational support that these programs require (*human capital, economic, technological, locative and documentary resources, etc.*).

**6. Generate spaces for the continuous exchange of learning acquired in the development of programs of training in different contexts**

As part of the programming mission, IL-INFOLIT will coordinate the periodic performance of academic-professional events in different countries and seek the participation of coordinators, instructors, and local, national, and international leaders of IL-INFOLIT (Ibero-American and from other contexts), with the aim of founding a continuous space for the exchange of experiences, learned lessons and generate contacts for common work among professionals, libraries, educational institutions and different organizations in each country or between countries.

**7. Supporting and supporting each other in the growth and development of the formative programs**

Recognizing the progress achieved in the development of IL-INFOLIT in our own libraries, educational institutions, and organizations, we also understand the opportunity to support other institutions in the local, and national, and even international context (especially in Ibero-America) who want to advance in IL-INFOLIT, but whose processes in the subject are still very incipient. The orientation-formation, the learned lessons, and the sharing of learning resource items are fundamental actions that may advance more quickly the development and implementation of their

own IL-INFOLIT programs. In turn, these actions establish, for the most advanced institutions, to grow from a perspective of continuous improvement, thanks to the collaboration and generation of networks.

#### **8. Offer and maintain exchange and support through the use of web resources**

Creating and promoting sustainability of new internet resources about IL-INFOLIT (*portals, blogs, wikis, discussion lists, virtual communities, semantic web tools, etc.*) in each country or in different libraries, educational institutions, or organizations that promote the IL-INFOLIT in their contexts. Key to this action is supporting, integrating, and promoting content through these resources, to manage different professionals or organizations in Ibero-America, and to learn more deeply about the development on each context and the region at large, and thus, accommodate greater possibilities of collaborative work.

#### **9. Enabling spaces and times of collaborative and interdisciplinary formation-actualization**

Whereas the permanent needs of developing librarian-informational, pedagogical-didactic, technological-computer and managerial-administrative skills, it is imperative to develop spaces for face-to-face, distance, mixed, or virtual education among information professionals, educators, computer, communicators, and other professionals associated with these training programs, in order to improve the skills and qualification needed to become better trainers of IL-INFOLIT.

#### **10. Positioning the importance of training in these skills in various local, national and regional instances, based on the recognition it has received from world-renowned organizations**

Promoting, among governmental, educational and Library Science, IL-INFOLIT recognition of informational competencies education, as an essential aspect in today's education, considering the support and recognition received from international organizations and multilateral such as UNESCO, IFLA, OECD, among others.

**11. Search for training in these skills to respond to specific information needs, according to the social needs of each context**

Develop training spaces, from IL-INFOLIT programs in libraries, educational institutions or other organizations that enable training in these competencies, for specific aspects of living, improving quality of life, and the right to access information. Such training would include such as: information competencies and... *search for employment, entrepreneurship, Government online, gender equity, communication and socialization of individuals by digital media, rural support, etc.*

**12. Generating relevant research topics and to foster collaborative interdisciplinary and transdisciplinary work**

Establishing themes of applied research to support the increase, development, and evaluation of the IL-INFOLIT in different contexts, which consider the various levels and educational forms in which training occurs, to encourage the joint work between teachers-trainers, professors-researchers, library scientists-librarians, and others who can support this process.

**13. Performing and generating joint work for updated diagnostics on the development of training in each context**

Promoting and facilitating access to content and methodological documentary inputs which allow the realization of diagnostics and status of the art in the development of the IL-INFOLIT in institutional, local, national and/or international contexts (especially Ibero-American); and allow identifying and assessing levels of development and action lines to advance the theme, and forms of learning and adaptation of experiences from other contexts and ways of working together.

**14. Facilitating the training and development of information professionals, current and future, in the acquisition of the needed skills to act as suitable training leaders**

Ensuring the establishment and development of subjects from the undergraduate or graduate universities, and continuous refresher courses from professional associations or extracurricular

programs; that these subject resources support the initial, specialized and permanent training on this topic of future or current librarians, computer, educators, communicators and other professionals who have an important role in the promotion of training in information competencies at all educational levels and in society at large, considering both the librarian-informational aspects such as the needed pedagogical-didactic, the technologic-computer and the administrative-managerial aspects to acquire the necessary competence as coordinator and/or trainer in IL-INFOLIT programs.

#### **15. Considering the multiliteracy, promoting the integrated and joint work of different instances**

Establish linkages and relationships between organizations, areas, units and other instances, in different contexts, educational levels and ranges, working by direct training in related competencies or indirectly with information and its effective management, ethics and criticism, to find spaces and ways of training that they advance the integration of different skills and literacy needed (multiliteracy) to interact appropriately in today's information society (reading and writing + functional + computer + visual + media + academic and/or informational literacy).

So this vision about information literacy and commitments and proposals raised in general in these 15 actions may put into practice, participants in the *seminar "Lessons learned in IL-INFOLIT en Ibero-America programs"* commit to find their application in short, medium and long term, and from its closest context, in interaction with the local, national and international (Ibero-America and other global contexts), with specific actions that will disseminate periodically by several media in local, national, regional and international spaces

**Havana, 19 April 2012**

**Participants, IL-INFOLIT Seminar / Ibero-America<sup>4</sup>**

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<sup>4</sup> This version of the Declaration, translated into English, was conducted with the support of Jesus Lau, Mari Carmen Torrás and Sean Cordes.