



LITERACY
AND
READING

SUMMER
2012

Dear Colleagues,

I welcome you to a short Summer 2012 issue (no. 32) of the IFLA Section on Literacy and Reading's newsletter.

This year the position of a newsletter editor is empty, so the section has not produced the usual newsletter. But in the meantime our section has established a blog — the International Literacy and Reading blog <http://blogs.ifla.org/literacy-reading/> — where you can find information about matters concerning reading and literacy from all over the world. Thanks to all members who have contributed to the blog!

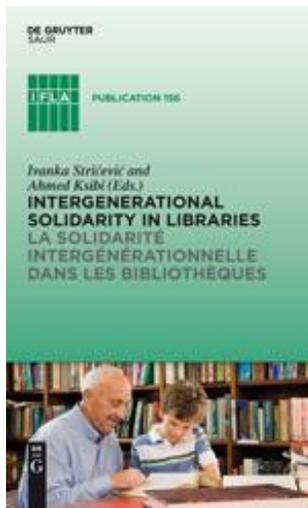
And thanks to Lesley Farmer who was willing to do the editor job with this issue of the newsletter in a very short timeline.

This year has been a busy time for some of our members. The LiR Section was one of the organizers of the International Symposium *Reading link between generations: towards social solidarity* held in Tunisia last September, and several members participated as speakers and moderators. The section's most important project this year has been the proceedings from the Tunis-conference. It has been hard work to finish the book, with much thanks to Ivanka Stricevic and Ahmed Ksibi. The book will be launched in Helsinki at our session Monday 13 August. You can read a short presentation of the book, and a review by Lesley Farmer in this newsletter.

In a couple of weeks we will be in Helsinki for the 78th IFLA World Library and Information Congress, an inspiring week among librarians from all over the world. The LiR section's session has the theme *Libraries for Literacy: Linking generations, Empowering communities*, which will be held on Monday 13 August 16.00 p.m. I hope to meet many of you in Helsinki!

Leikny Haga Indergaard,
Chair





Section Monograph Promotes Intergenerational Programs

Ivanka Stričević, Ivanka, & Ksibi, Ahmed, (Eds.). (2012). *Intergenerational solidarity in libraries / La solidarité intergénérationnelle dans les bibliothèques*. The Hague : IFLA/ De Gruyter. 2012.

This edited volume builds on the successful international symposium 'Reading as a link between generations: Towards a more interdependent society,' which was held in Hammamet, Tunisia, in September 2011. This symposium dealt with the libraries' role in a world impacted by globalization, economic crises, and socio-cultural transformations. These changes underline the tension between text and techno generations that can stress family and intergenerational interdependence. The symposium asserted that joint reading activities can facilitate intergenerational solidarity, emphasizing collective life experience. To that end, libraries are positioned to build social cohesion through intergenerational services and programs.

The volume's editors are noted academicians. Ivanka Stričević is associate professor at the University of Zadar in Croatia, and chaired IFLA's Literacy and Reading section from 2007 to 2011. Ahmed Ksibi is professor at the University of Manouba in Tunisia, and works with several regional and international organizations. About thirty authors from around the world contributed to this anthology.

The book is divided into six parts: background and theoretical framework, international outlook in libraries, intergenerational programs in libraries, integrating older people in inclusive libraries, and new information and communication technologies and new shared reading. Chapters are written in English or French, and occasionally appear in both languages. Sample chapters include country-specific issues, developing a contemporary culture of reading, storytelling, using social media, the mobile literacy gap, using the expertise of different generations, successful intergenerational reading programs, and intergenerational reading initiatives of professional organizations. The final part provides the full text of the Tunisian Declaration on Libraries, Reading, and Intergenerational Dialogue.

This book collects a variety of valuable insights about intergenerational dialogue in practice, using shared reading as the focus for cultural solidarity. As such, it provides a useful model of leveraging international discussions about literacy, and offers a unique contribution to global librarianship.

Ivanka Stricevic will present the book and lead a discussion its subject during: *Session 108 Libraries for literacy: linking generations, empowering communities*

Creating and sustaining literate environments

Bangkok: UNESCO Bangkok, 2011, 64 pages ISBN 978-92-9223-379-2 (Electronic version)

Worldwide, one in five adults are not literate, and millions of children leave school without acquiring the basic literacy and numeracy skills. This situation leads millions of children and youth to an uncertain future with few dreams, little hope, and limited aspirations in life. UNESCO Bangkok has developed a resource pack on *Creating and Sustaining Literate Environments* as a way of addressing the high illiteracy rate that continues to plague the world especially in developing countries. It is believed that sustainable literate environments are essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. This resource pack shall raise awareness, give ideas on how to create and sustain literate environments and bring about concrete action by policy makers and practitioners.

New IFLA Media and Information Literacy Recommendations

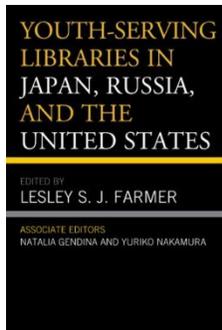
In cooperation with UNESCO's Information for All Programme (IFAP), the IFLA Information Literacy Section drafted new *Media and Information Literacy Recommendations* which are now available in several languages. In December 2011 these recommendations were formally endorsed by the IFLA Governing Board. The recommendations will also be a topic at the international conference of Media and Information Literacy for Knowledge Societies on 24-28 June 2012 in Moscow.

Information Literacy World Languages Project

<http://www.ifla.org/en/information-literacy/projects>

This project is making very good progress adding more and more languages to its database, and is adding more and more different languages terms for Information Literacy to the international logo. The project's logo is in 46 different languages, and lists of information literacy resources have been contributed in thirteen languages.





Farmer, L. (Ed.). (2012). *Youth-serving libraries in Japan, Russia, and the United States*. Lanham, MD: Scarecrow Press. ISBN 978-0-8108-8225-6

In recent years, interest in International Librarianship has grown rapidly and will continue to grow as globalization influences education and librarianship. In countries around the world, public and school libraries have unique roles and their staffs collaborate across types of libraries to varying degrees. Library staff preparation, training, and ongoing learning and organization of youth-serving librarians mirror each country's values and priorities.

The essays in *Youth-Serving Libraries in Japan, Russia, and the United States* address the universal and culture-specific aspects of library services to children and teens in these three countries. This collection shows how libraries have developed in light of each country's political, educational, and social history. They examine how government and citizen roles in youth-serving libraries also reflect culturally defined social structures. The chapters highlight unique collections and services within each country and also show how librarians deal with the challenges they encounter, both from within their culture as well as from outside—including natural disasters. Each country's authors discuss contemporary issues that face youth-serving libraries, such as information literacy, reading in a multimedia world, and the overarching influence of technology.

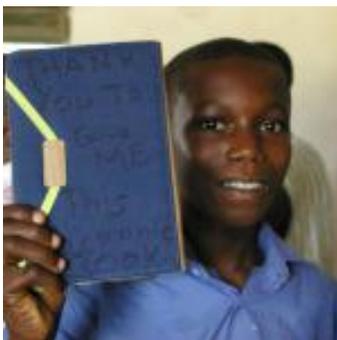
Libraries powering development: How public libraries contribute towards reaching the Millennium Development Goals

<http://www.beyondaccess.net/2012/03/09/report-how-public-libraries-contribute-towards-reaching-the-millennium-development-goals/>

The Beyond Access initiative has just published a new report showing how libraries are helping to reach the Millennium Development Goals. Featuring stories from about twenty different libraries around the world, the report emphasizes the role that libraries are taking in powering development. Here are a few examples:

- In Guatemala, the Chiche Community Library offers an early childhood literacy and nutrition class to teach new parents child care and nutrition.
- In Zambia, open access Lubuto public libraries reach large numbers of the country's street children, orphans and other vulnerable children who are largely not enrolled in school.
- In Kenya, the Kenya National Library Service is helping to prevent deaths during pregnancy, birth or unsafe abortions by providing healthcare providers with knowledge on how to correctly apply simple, inexpensive interventions.
- In Botswana, the Ramotswa Public Library in southeastern Botswana is playing an active role in reducing the impact HIV/AIDS has in the community by partnering with the District HIV/AIDS committee on a "Lifeline Project" to help educate young people, ages 14-30, about important health issues.
- In Jamaica, the Jamaica Library Service introduced public access computers in over 100 public libraries.

Ghana Basic Education Comprehensive Assessment System Project



The SEA exam is intended to show how well Primary 4 students understand core objectives within the English curriculum. Results at the junior high school and senior high school levels were mixed. “We have been pleased to be involved in the exploration of e-readers and look forward to further learning of the potential of different technologies that support the Ministry of Education and Ghana Education Service Plans for quality education improvements in Ghana,” said Marisol Perez, Education Office Director at USAID Ghana.

Worldreader says:

According to Zev Lowe, Director of Research and Operations at Worldreader, *“We had hoped to see kids read more and better when provided a portable library of culturally-relevant books. We have seen even more enthusiasm about reading than we expected for a 10-month pilot, and look forward to making available more local and international e-books to many more students in the developing world as we continue on our mission to bring books to all.”*

Involving the local community, theft and breakages

During the pilot study, Worldreader worked with local leaders to raise awareness about e-readers. Worldreader’s collaboration with community leadership kept loss and theft rates of the e-readers to nearly zero. Breakage rates were higher than hoped-for, but feedback from Worldreader has since cut breakage rates by more than half. Worldreader continues to work closely with students and device manufacturers to improve care of e-readers with strengthening the design, while continuing to encourage students to use the e-readers outside of school so that they can read more.

What next?

Regarding next steps, Robert Davidson, former Education Office Director at USAID Ghana who helped initiate this Global Development Alliance between Worldreader and USAID, emphasized the continuing importance of partnerships to the future success of the program, noting that it will also be “critical for other bi-lateral and multi-lateral agencies to adopt technological and forward-leaning strategies in their program design.”

Since September 2011, Worldreader has expanded its program, distributing an additional 36,000 digital books to students in Ghana, Kenya, and Uganda. In addition, through its Worldreader Kit Program, Worldreader has made its e-reader program available to other organizations that seek to provide e-books to children throughout Sub Saharan Africa. Finally, Worldreader has recently launched a mobile phone application for inexpensive “feature” phones that allows anyone with a basic phone and mobile data plan to read hundreds of books for free.

Footnote on Press Released

So that’s all good. The technological issue briefly mentioned above could be a substantial one – many of the Kindles got broken. This is a big issue in a country that cannot afford easily to replace such devices without external aid. See this [article](#) for more information on that. The full evaluation report of iREAD is available on [WorldReader’s website](#). Also, many

projects like this succeed for a short while, whilst investment and interest is strong – it's the longer term results that will really count. However, Worldreader seem to be adopting a realistic approach and are keen to learn and adapt, so it's definitely worth keeping an eye on what happens next.

Positive Signs for e-Reading in Ghana Despite Broken Kindles

Worldreader, a non-profit organization whose aim is to bring digital books to all in the developing world, along with the c(USAID) and ILC Africa, today released the results of Worldreader's pilot study of e-readers in Ghana. Titled iREAD, the pilot program involved the wireless distribution of over 32,000 local and international digital books using Kindle e-readers to 350 students and teachers at six pilot schools in Ghana's Eastern Region between November 2010 and September 2011.



According to the USAID-funded report from ILC Africa, an independent measurement and evaluation firm, the Worldreader e-reader program:

- Dramatically increased children's access to books: Students with e-readers carried with them an average of 107 books each. Prior to the introduction of ereaders primary students reported having an average of only 3.6 books per student in their homes. Junior high school students reported having an average of 8.6 books at home, and senior high school students had 11.
- Increased enthusiasm towards reading: Students actively downloaded over 6,000 free books during the course of the study, in addition to the local and international text- and story books provided by Worldreader. This does not include thousands of additional free first-chapter samples and trial subscriptions to newspapers and magazines.
- Increased resources for teachers: The Kindles allowed teachers to conduct background research, create lesson notes, and design reading comprehension assessments for students. Since work was more efficient, teachers reported having more time to develop lessons.
- Increased performance on standardized test scores: Reading scores of primary school students who received e-readers increased from 12.9% to 15.7%, depending on whether they received any additional reading support. This represented an improvement of 4.8% to 7.6% above scores of students in control classrooms without e-readers. These results were obtained using the School Education Assessment (SEA), an assessment designed by Media Relations.

2012 IBBY-Asahi Reading Promotion Award Winners Announced

The IBBY-Asahi Reading Promotion Award is given every two years to two projects and presented to the winners at the biennial IBBY Congress. Each nominated project is targeted to children who live in disadvantageous circumstances with no or little access to books.



The two winners for 2012 are Abuelas Cuentacuentos – The Grandmother Storytelling Programme, Argentina and SIPAR, Cambodia.

SIPAR began as a Franco/Cambodian association in 1982 to help Cambodian refugees living on the Cambodian/Thai border during the Khmer Rouge regime. When the government fell, SIPAR helped rebuild the educational network and by 1993 focused its activities on reading including organizing libraries all over Cambodia and setting up rural reading centers. From 1993 more than 1,000 librarians were trained in the SIPAR workshops. Recently the Cambodian Ministry of Education has taken over the network.

By 2000 it was very noticeable that there were no Cambodian children's books in the libraries and the SIPAR staff were translating donated foreign books and inserting the Khmer texts into the books. During the Khmer Rouge regime all books had been destroyed and the creators had been killed. There were no publishing houses left in the country. In 2000, SIPAR started running training workshops for publishing, writing and illustration, mostly for children's books. Today SIPAR has a small publishing department that is run by Cambodians. They have published 70 titles, and printed 130,000 free copies for the 200 SIPAR libraries and the students at the teacher training colleges for primary schools.

Abuelas Cuentacuentos – The Grandmother's Storytelling Programme in Argentina is organized by the Mempo Giardinelli Foundation (FMG), and engages older persons who like to read stories to children. Specialized personnel at the Foundation train volunteers and organize programs in many schools in the metropolitan area of the city of Resistencia, the capital and largest city in the province of Chaco, in northeastern Argentina.

This program promotes reading, while at the same time it takes literature to thousands of the poorest children, many of them living in marginal communities. Abuelas Cuentacuentos has created opportunities for exchanges across generations, thus is not only beneficial to the children, but also has an important impact on the self-esteem of the grandmothers. The volunteers, mainly unemployed women between the ages of 50 and 70, have found that this program is a new and productive way of using their time and their capacity to give affection through their new role of storyteller.

Literary Awards

2012 Hans Christian Andersen Award

The Hans Christian Andersen Award Jury of the international Board on Books for Young People (IBBY) announces that María Teresa Andruetto from Argentina is the winner of the 2012 Hans Christian Andersen Author Award. and Peter Sís from the Czech Republic is the winner of the 2012 Hans Christian Andersen Illustrator Award. The Andersen medals and diplomas will be presented to the winners at the international IBBY Congress in London on 25 August 2012.



The Hans Christian Andersen Award, considered the most prestigious in international children's literature, is given biennially by the International Board on Books for Young People to a living author and illustrator whose complete works are judged to have made lasting contributions to children's literature. In awarding the 2012 Hans Christian Andersen Medal for writing to María Teresa Andruetto the Jury recognized her mastery in writing important and original works strongly focused on aesthetics. She creates sensitive books, which are deep and poetic with a clear literary base. Her books relate to a great variety of topics, such as migration, inner worlds, injustice, love, poverty, violence or political affairs.

In awarding the 2012 Hans Christian Andersen Medal for illustration to Peter Sís the Jury recognized his extraordinary originality and deep creative power to relate highly complex stories that can be interpreted on different levels. The jury particularly appreciated his use of different design and artistic techniques, his innovative subtle balance to depict well-documented and historical events and fantastic elements.

2012 Astrid Lindgren Memorial Award

In a ceremony on 28 May Dutch author Guus Kuijer was presented with the 2012 Astrid Lindgren Memorial Award (ALMA) by HRH Crown Princess Victoria of Sweden. In his acceptance speech, Kuijer said: "A boy once told me that reading was like bungee jumping inside his head. So I wish you all a great bungee jumping season." Guus Kuijer, born 1942, is an author living and working in the Netherlands. He made his debut as a children's writer in 1975 and has since published over 30 titles, mostly aimed at readers entering their teenage years. His key work is *Het boek van alle dingen* (2004, *The Book of Everything*). Kuijer is the recipient of numerous awards, and his books have been translated into more than ten languages including English, Swedish, German, Italian and Japanese.



Middle East Book Awards <http://www.meoc.us/meoc/book-awards>

This site covers countries in the Arab World, Iran, Israel, Afghanistan, and Turkey.

Recent Research

Gasser, U., et al. (2012). *Youth and digital media: From credibility to information quality*. Cambridge: Harvard University. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2005272

This report seeks to understand youths' real experiences of online information quality. Building upon a process- and context-oriented information quality framework, this paper seeks to map and explore what we know about the ways in which young users of age 18 and under search for information online, how they evaluate information, and how their related practices of content creation, levels of new literacies, general digital media usage, and social patterns affect these activities. A review of selected literature reveals patterns in youth's information-seeking behavior, but also highlights the importance of contextual and demographic factors both for search and evaluation. The literature shows that youth develop competencies for personal goals that sometimes do not transfer to school, and are sometimes not appropriate for school. Thus far, educational initiatives to educate youth about search, evaluation, or creation have depended greatly on the local circumstances for their success or failure. The report synthesizes more than three years of research. One key finding: Youth use cues and heuristics to evaluate quality, especially visual and interactive elements.

Krashen, S., Lee, S., & McQuillan, J. (2012). *Is The library important? Multivariate studies at the national and international level*. <http://backseatlinguist.com/blog/>

Three multivariate analyses, all controlling for the effects of poverty, confirm the importance of the library. Replicating McQuillan's analysis of 1992 NAEP scores, access to books in school and public libraries was a significant predictor of 2007 fourth grade NAEP reading scores, as well as the difference between grade 4 and grade 8 2007 NAEP reading scores, suggesting that access is important for improvement after grade 4. Access (school/classroom libraries) was a significant predictor of scores on the PIRLS test, a reading test given to fourth graders in 40 countries. In some of the analyses, access to books had a larger impact on reading achievement test scores than poverty, and in other cases had nearly as strong an impact. This suggests that providing more access to books can mitigate the effect of poverty on reading achievement, a conclusion consistent with other recent results. This result is of enormous practical importance: Children of poverty typically have little access to books. It seems that libraries can provide this access.

Mol., S., & Bus, A. (2011). *To read or not to read: A meta-analysis of print exposure from infancy to early adulthood*. *Psychological Bulletin*, 137(2), 267-296. doi: [10.1037/a0021890](https://doi.org/10.1037/a0021890)

This confirming research in Dutch found that children who read books regularly in their spare time do better academically. An upward cycle of causality occurred: children who comprehend text better, and have better technical and spelling skills read more, and their skills improve more each year.

Williams-Rossi, Miranda, T., Johnson, K., & McKenzie, N. (2012). Reluctant readers in middle school: Successful engagement with text using the e-reader. *International Journal of Applied Science and Technology*. <http://tinyurl.com/d3b6avw>.

Previous research in the field has shown that upper elementary and middle school students tend to read less than younger students because of time spent with their friends and in other activities. Also, these same students, particularly boys, may not value reading as much as they did when they were younger. Among those students, research has shown that low-skilled readers have trouble starting, continuing and finishing a book, and that they are stymied by vocabulary and reading comprehension challenges. Skilled readers, on the other hand, enjoy books. Researchers have suggested that technological gadgets, enlarged text and a more favorable environment might encourage reluctant readers. For those reasons the authors pursued a study to see how reluctant readers would respond to e-readers. The study presents reasons e-readers may be beneficial, in particular, to reluctant readers in middle grades.

Upcoming Conferences

Zimbabwe International Book Fair

30-31 July 2012 Harare, Zimbabwe

Theme: African Literature in the Global & Digital Era



IBBY World Congress

23-26 August 2012 at Imperial College, London

Theme: Crossing Boundaries: Translations and Migrations

<http://www.ibbycongress2012.org>



International Association of School Librarianship Conference and Forum

11-15 Nov. in Doha Qatar

Theme: The Shifting Sands of School Librarianship

<http://iasl2012.org/>

Third Biennial Hands on Literacy Conference

17 November 2012 Singapore

<http://www.handsonlit.com>

Call for papers has a deadline of 31 July

European Conference on Information Literacy (ECIL)

23-25 October 2013 in Istanbul, Turkey

<http://www.ilconf.org/>

The deadline for contributions is 1 February

Literacy and Reading Websites

USBY Outstanding International Books (OIB) List http://www.usbby.org/list_oibl.html

The Outstanding International Books (OIB) committee is charged with selecting international books that are deemed most outstanding of those published during the calendar year. For the purposes of this honor list, the term “international book” is used to describe a book published or distributed in the United States that originated or was first published in a country other than the U.S.

World Public Library Children’s Collection <http://worldlibrary.net/Collection.aspx?collection=17> is compiled from scans of popular original children’s books.

Worlds of Words (<http://wowlit.org>), developed by the University of Arizona, shares an international collection of youth literature. Books may be searched by region, age, and genre.

World Digital Library (<http://www.wdl.org/>) makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world. Items are browsable by place, time, topic, type of item, and institution.

The Directory of Open Access Books (www.doabooks.org) was recently launched by Open Access Publishing in European Networks. This discovery service offers peer reviewed books published under an Open Access license. DOAB provides a searchable index to the information about these books, with links to the full texts of the publications at the publisher’s repository.

Comic-Con is a yearly pantheon to popular culture warns you, this year attended by 130,000 people in San Diego, California. Comic-Con has far expanded beyond comics to also embrace TV, film, and games. The conference shows major media releases such as Jackson’s new movie *The Hobbit*, and smaller meeting spaces host researchers and aficionados. Many programs deal with industry issues: production, intellectual property, famous creators, and genres. The main library-related session was “Reading Readers Through Comics Programming,” which offered many ideas such as contests, field trips, crafts, costumes, workshops, parties, read-a-thons, debates, and author visits. Librarians should also consider adding fandom links to their web portals, and provide opportunities for families to share popular culture interests and generate original work about them.





IFLA World Library and Information Congress

11 August 12:30-15:00
Literacy and Reading Section Meeting

16 August 11:30 - 13:00
Literacy and Reading Section Meeting II



13 August, 16.00-18.00 The Literacy and Reading Section Program **Libraries for Literacy: Linking generations, Empowering Communities**

The program will address the role of librarians in both facilitating and leading change by linking all generations in the community to build local capacities and multiple literacies through library programs and services.

Speakers:

- Barbro Wigell-Ryynänen, Finland: Lifelong reading (keynote)
- Carolynn Rankin, United Kingdom: The National Year of Reading: a case study of librarians as key partners in empowering communities and building a nation of readers
- Napagi Augustine Timothy, Uganda: Promoting inter-generational literacy: The Gayaza Family Learning Resource Centre (GFLRC) programme in Central Uganda where mothers read and write with their children.
- Wallace Koehler, USA: Educating Librarians for Literacy and Building Community
- Ivanka Stricevic, Croatia: Libraries promoting intergenerational dialogue.



Literacy and Reading Section

The Section provides a focal point for the promotion of reading and literacy in libraries; and the integration of reading research and reading development activities into library services for all citizens. It covers issues such as increasing the social awareness of the significance of reading and general literacy;

functional literacy in various cultural settings; reader development; illiteracy in different milieus; teaching the encouragement of reading among young people and adults; readers' skills and reading habits; and the interaction of audiovisual media and reading in the new electronic environment.

For details, contact Chair Leikny Haga Indergaard leikny@bergenbibliotek.no or Secretary Elena Corradini ecorradini67@gmail.com