

---

## School Libraries and Resource Centers Section

*Newsletter Number 37*  
*July 2001*



---

Alexandra Papazoglou, Editor  
Stefanou Delta 15, Psyhico

154 52 Greece

---

### Contents

- ✓ IFLA General Conference: Boston 2001
- ✓ Guidelines for school libraries and resource centers
- ✓ IFLA / UNESCO School Library Manifesto
- ✓ Conferences
  - ▶ African/Arab Conference on Public and School Librarianship
  - ▶ ECIS Triennial Special Librarians' Event
- ✓ News....News....News

International Federation  
of Library Associations and Institutions  
Federation Internationale des  
Associations de Bibliothecaires et des Bibliotheques  
Internationaler Verband  
der bibliothekarischen Verine und Institutioen  
Federacion Internacional de Asociaciones  
de Bibliotecarios y Bibliotecas

IFLA Headquarters  
c/o Koninklijke bibliotheek  
Prins Willem Alsanderhof 5  
The Hague, Netherlands  
Telephone 07-240884  
FAX 070-834827  
Telex 34402 kb no  
Bankers  
Alemene Bank  
Nederland NV  
Accounting 53 36 38 911

Chairperson  
Glenys Willars  
Library Services for  
Education  
Rothley Cross-roads  
929/931 Loughborough  
Road  
Rothley  
Leicester  
LE7 7NH  
United Kingdom

Secretary  
Alexandra Papazoglou  
Head Librarian  
Athens College and  
Psyhico College Libraries  
Stefanou Delta 15  
154 52 Psyhico  
Greece

## ✓ IFLA CONFERENCE Boston 2001 SECTION OF SCHOOL LIBRARIES AND RESOURCE CENTERS

The Standing Committee meetings of the Section will take place on Saturday 18 August 11.30 - 14.20 and Friday 24 August from 8.00 - 10.00. Major items for discussion will be the Guidelines for School Libraries and promotion of the section and its work to encourage greater participation in all parts of the world.

### **Open Session of the Section of School Libraries and Resource Centres**

Monday 20 August 10.30 - 13.00

The theme is **School libraries: making a difference in learning**

Speakers are:

1. Lesley Farmer, Associate Professor, California State University, Long Beach, California, USA on  
*"Making information literacy accountable"*
2. Vincent Liquete, Documentaliste-formateur, IUFM d'Aquitaine, Carbon-Blanc, France on  
*"Etude des pratiques documentaires et informationnelles des professeurs de college francais"*
3. Gayner Eyre, Lecturer, Co-Director, Centre for Information Studies, Charles Sturt University, Wagga Wagga, NSW, Australia, on  
*"The role of works of the imagination in preparing young people for the information society"*
4. Courage Mudzonga and Driden Kunaka, UNICEF, Harare, Zimbabwe on  
*"Children can make a change: Harare Junior Council's efforts to redress balance in school library provision in Zimbabwe"*.

**The Open Forum of Division III:** Division of Libraries serving the general public, of which this section is a part is on Tuesday 21 August 8.30 - 11.00 is entitled **"Achievements: Libraries change lives"** with Dick Tucker of the FORCE Foundation on *"Achievers: from blindness to insight"* and Alice Hagemeyer who will deliver her paper in sign language describing what libraries mean to her.

## ✓ Guidelines for School Libraries and Resource Centers

The Section of School libraries and Resource Centers has for several years worked very intensely in order to produce the School library Manifesto, now published in many different languages. The next priority of the section was the production of guidelines for the school libraries. Already during the 1999 IFLA conference in Bangkok, a working group of the standing committee members of the section met for the first time and came up with the following themes to be developed as part of the School library guidelines:

1. The school library into a changing world (why is it important to have a school library)
2. Policy
  - National level

- Legislation
  - Curriculum
  - Funding
  - Research and training
  - Professional associations
  - Educational systems and the role of the school library
  - Cooperation
  - Local level
    - Legislation
    - Funding
    - Curriculum
    - Development and planning
    - Cooperation
3. The library in the school context

In the following months these ideas were further explored and a new outline was drafted, which took also into account the newly developed guidelines of the Public Library Section.

For the interest of the members of the School library section this text is included here.

### **IFLA Guidelines for School libraries** (July2000)

To promote knowledge and awareness of quality library provision within the educational ethos, and to inform policy development within schools in support of the academic and personal curricula, and to give practical advice to those responsible for managing and organizing school libraries.

Proposed outline:

1. **The role of the school library** (in primary and secondary schools) to identify good practice in the context of:

UNESCO school library manifesto

**The power of the library in the education and life of children**, whatever their abilities or backgrounds, enabling them to take a full and active part in the intellectual, spiritual, cultural and political life of their community.

**Educational objectives:** literacy and reading, the curriculum, information skills and independent learning, equal opportunities.

**Education for 0-19 year olds;** continuity of library provision through educational career, from pre-school to higher education, ensuring ease of transition from one phase to another.

**Lifelong learning:** enabling children to continue learning, in whatever guise throughout life.

2. **Policy for school libraries:**

**Policy:** the features of a policy and importance of being within school policy, reflecting the aims, policies and ethos of the school.

**Planning:** theory and practice of action planning (development in planning): audit current situation and plan for development, aims, strategies, tasks, targets, time-scales and implementation dates, personnel involved, costs, education.

**Monitoring and evaluation:** essential in the management process, assessment of the action plan and its component parts, or library effectiveness, methodology of assessment, e.g. questionnaire, observation etc. Outcomes –report to whom? Who will take what action after the evaluation? Tips on report writing

### 3. Management of the school library

**Staffing:** who, how many, responsible to whom? Responsibilities. Job description. Working with departments and individual staff. Remuneration. Role of support staff, volunteers, parents. Role of pupils.

**Resources:** books and other materials, including selection criteria and decision-making, acquisition etc. Range of stock to meet all needs. Identification and provision of resources, which are not paper based.

**Financial management:** budget planning, proposals for funding, how to make bids for particular projects, planning for buying new stock and stock maintenance, other library material including stationery, furniture

**Layout and facilities:** accommodation, which is appropriate and accessible to everyone whenever they may wish to use it, catering for all the function of the library and all its potential users, for whole class, group and individual use, for browsing, study and informal reading, display and promotion, books, computers and other resources. Location and size, environment, lighting, signing and guiding, health and safety. Arrangement of shelving, counter, administrative and office areas, seating and study areas etc.

**Organization and systems:** arrangement of stock for ease of access, classification and catalogues –of whatever kinds- advantages and disadvantages, issue systems etc.

**Partnership with other organizations?**

### 4. Use of the library

**Information handling skills** whole school policy, what should be taught and reinforced and when? Including agreed terminology with library induction programs an integral part.

**Liaison with** librarians and teachers within school, between schools and with public libraries. Encouraging pupils to realize that skills learned and used in own context may be transferred to another situation and another library.

**Reading for pleasure** – promoting a positive attitude to books and reading, with attractive reading areas, good appealing books.

**Promoting the library** with staff, students, parents, school management and governing bodies. The role of the library committee. Library handbooks. Book weeks and other promotional activities.

### 5. Other sources of information and bibliography

This outline was offered to the Standing committee for comments. In the meantime the section had already planed a workshop for the Jerusalem conference in order to take advantage of a wider participation in the drafting of the guidelines, which like the manifesto will need to have world wide acceptance. It was decided that at the workshop the section was going to take advantage of a brainstorming session following the presentation of a variety of school library guidelines and with the participation of school librarians from several countries.

#### **Workshop on School Library Guidelines**

**Jerusalem, Thursday 17 August 2000 8:30 –5:00**

The participants were:

Glenys Willars (Chair)                      (UK)

Vesna KranjecCizmek	(Croatia)
Tove Pemmer Saetre	(Norway)
Anne Shipper	(The Netherlands)
Dianne Oberg	(Canada)
Alexandra Papazoglou	(Greece)
Colette Charrier –Ligonat	(France)
Madeleine Duparc	(Switzerland)
Nathalia Krautaya	(Israel)
Miriam Chiram	(Israel)
Yona Spier	(Israel)
Tzipi Karelitz	(Israel)
Arion Shachaf	(Israel)
Eva Rochman	(Israel)
Malka Gonen	(Israel)
Amalya Tsoran	(Israel)
Nora Avni	(Israel)
Judith Farris	(Israel)
Batia Boneh	(Israel)
Karen Pollack	(Israel)
Linda Williams	(USA)
Bertha Kitching	(South Africa)
Genevieve Hart	(South Africa)
Margaret Tye	(UK)

The workshop was divided into 5 Sessions:

**Session 1:** Guidelines and standards for school libraries from around the world were introduced. Colleagues from France, Greece, Norway, Switzerland, USA and UK presented the state of the art and new guideline developments in their respective countries. Input was also offered from Israeli and South African colleagues. The discussion that followed was the beginning of a very productive exchange of ideas that demonstrated how common the school library issues are worldwide, despite differences in culture and educational systems.

**Session 2:** A brief introduction to the IFLA/UNESCO School library Manifesto and the IFLA Public Library Guidelines. It was decided to follow in the formulation of the guidelines the themes introduced in the Manifesto and the structure, if possible, of the Public library guidelines.

**Session 3:** Participants discussed and identified the main topics for inclusion in the School Library Guidelines. During this brainstorming session the following points were recorded:

- Audience (ministries/politicians, decision makers at different levels)
- Learners of the 21<sup>st</sup> century
- New learning strategies
- Vision, mission, purpose
- Definition of the School library (name differs from country to country)
- Differentiation between the School library and the Public library
- Funding – legislation –networks
- Goals

- Staff (status, qualifications, types of expertise, necessary competences)
- Implementation (roles and responsibilities)
- Instruction (curriculum)
- Programs and activities (deliverables)
- Facilities
- Cooperation with teachers
- Resources and resource services (including technology)
- Promotion
- Evaluation and performance measurements
- Cooperation with other types of libraries
- Training
- Standards
- Best practice examples

The participants decided that these points could be summarized in the following main topics:

**IFLA Guidelines for School libraries** (August 2000)

1. VISION, MISSION, DEFINITION, PURPOSE, GOALS, ETHOS (multi cultural, disadvantaged, ownership, censorship and copyright)
2. INSTRUCTIONAL ROLE
3. PROGRAMS AND SERVICES  
(Output of the school library service, its deliverables, what it offers)
4. RESOURCES (including funding)
5. STAFFING
6. NETWORKING, CO-OPERATION AND WORKING TOGETHER
7. MANAGEMENT AND GOVERNANCE
8. EVALUATION (checklists for standards and quality of service)

***Cross cutting issues:***

*Standards to be included in each category but also at the end in a special table for easy reference. Standards to include a range from minimum to ideal.*

*Case studies of “best practice” from the developing world. These examples should show how developing countries or societies in transformation process could implement the principles of the guidelines despite constraints.*

**Session 4:** After the lunch break the workshop participants were divided into small groups to discuss these main topics and to produce material that would form the basis of the guidelines. What follows is a list of what was produced by the groups and later

presented to the workshop participants during the 5<sup>th</sup> and final session of the workshop.

#### A. PROGRAMS, ACTIVITIES and INSTRUCTIONAL ROLE

- Role: formal and non-formal
- Specify clients and then
  - Provision of resources
  - Access to resources
  - How to use resources to improve the learning and teaching quality and environment
- In the information society there is data overload. The library is to provide children with the means to get data and information.
- Information provided is linked to and supports the school curriculum
- Library can give tools and links to the material taught in school, i.e. to the different disciplines. It is a non-threatening learning environment.
- The librarian instructs in:
  - How to acquire independent learning skills
  - How to use information once you found it (information – knowledge)
  - How to become a life long learner (not all knowledge /subjects can be taught at school. Once learner has left there is a need to carry on learning)
- The librarian is an information supporter working with teachers, a main role player in achieving the mission and vision of the school
- Provides and/or supports
  - Project work and portfolios
  - Reading programs
  - Special events, cultural etc.
  - Support material, worksheets, assessment
  - Information skills teaching
  - School planning
  - Opportunities to involve parents in school activities

This category may consider having two main categories of “formal” and “non formal” services.

Usually services can be grouped into two main categories, namely the provision of resources (or providing access to resources) and the skills or training in the use of these resources.

Specify the clients of the school library: i.e. principal, heads of departments, learners.

The programs and activities should match the needs of these client groups.

A special mention is to be made of the role of the school library in the implementation of the school curriculum.

Librarian supports teachers by working together with them in planning the work to be done in the classroom. This includes the preparation of “lessons” getting supporting information for these lessons, compiling worksheets and assessment exercises, which fit the curriculum for instance outcomes based curriculum.

The librarian and library are one of the major role-players in achieving the mission and vision of the school.

The library is the “cardo” heart of the school.

The librarian can help in the development of the whole school and especially in the compilation of whole school development plans.

Library can provide an opportunity for the involvement of parents in the school. This is particularly valuable in the developing countries where parents who are illiterate find it difficult to take part in school activities and the library can be a non-threatening environment where parents can help with administrative duties and gradually become involved in the school.

Also the library can provide an opportunity for learners and teachers to work together on projects and assignments.

Due to the tremendous data overload of the information age, learners need to be able to access information and the library provide learners with the means to get the data and information necessary for their studies (learners) and for teachers (for their lessons).

The data / information supplied is linked to the curriculum.

Library gives the tools and links to the material taught in the school and according to the different disciplines. This means that getting information from the library already helps to select relevant information per discipline.

The library is the place where its clients acquire independent learning skills and how to use the information found. *Not every subject in the world can be taught in the school but learners should rather acquire the skills, which will enable them to find information on all subjects as needed.*

The librarian is the information supporter and is working together with the teacher to help to find information to support the implementation of the curriculum and making lessons exciting and interesting so that the learning and teaching process is enhanced.

The new electronic information resources can become very confusing. The librarian can provide the support to show that these resources are merely tools in the learning and teaching process; they are means to an end and not an end in itself.

Users of the library become very frustrated if they look for information and think if they can access the INTERNET then their information problems are resolved. But it is usually the contrary. The librarian can help users in the utilization of the INTERNET and of minimizing the frustrations of information searches. What is important is how to select relevant and quality information from the INTERNET within the shortest time.

The library enables learners to adopt the new curriculum. Teachers can use the library for a teaching place and in so doing break the traditional form of teaching methods.

The library can be used informally as an aesthetic and cultural and stimulating environment with its variety of journals, novels, publications, audiovisual resources – it is really a creative space with a literary atmosphere.

The librarian can help to do reading motivation with learners. This can be free reading or more systematic programs where the librarian matches the learners reading levels with the users reading levels and support the reader in becoming more and more fluent at reading. There is a direct link between reading level and learning results. Learners who cannot read well, cannot progress adequately at school.

However, librarians should always be pragmatic and flexible in their approach when providing reading material to clients and support the individual preferences of the readers by acknowledging their individual rights.

Librarian has the skills to march resources and reading materials with the needs and levels of the clients of the library.

Library is the place for the acquiring of information skills. These skills are needed by learners to do their homework and progress at school.

The library is a research centre where resources are made available, training takes place on how to use the resources and project work can be undertaken.

Special events can be organized in the library and special days and cultural activities can take place. For example, the international literacy day.

The library resources and the support of the librarian can help teachers to cope with heterogeneous classroom situations. It can help to address specialized educational needs of learners: those who need more support and those who need more stimulation. The library through its inter library loans and electronic links is the gateway to the global village and irrespective of where the school and school library are situated, learners and teachers can become part of the international and national and local scene.

The library provide resources for teachers which will widen their subject knowledge and can improve their teaching methodologies and thereby improve the quality of learning and teaching in the school and eventually the results of the learners.

Can provide resources for different evaluation and assessment strategies.

The place where portfolios can be produced, especially in outcomes based education systems.

## B. RESOURCES

- Financial (initial and operating budget)
- Building (IT, intranet, Internet, CD-ROMs, networks, telephone, fax, on line data bases)
- Resources (electronic, printed, etc.)
- Inventory
- Security
- Opening hours
- Access (easy for students and teachers)

## C. STAFF

The richness and quality of the instructional program is dependent upon the staffing resources available within and beyond the school library. The librarian can have a teacher or librarian's training and can use consultants available at the district, regional or national level

### Pre-amble:

- Senior status
- Support from others (NB principals)
- Use of outsourcing to commercial or public agencies

### Personal qualities

- Open-mindedness
- Communication (ability to communicate with others)
- Ability to work in cooperation
- Enjoys working with young people
- Life learner

### Librarianship

- Values intellectual freedom and respects diverse cultures and ways of learning
- Knowledgeable about children's literature, media and culture
- Reading promotion

- IT skills, Information skills and strategies
- Management and marketing

#### Instructional

- Instructs large/small groups of children and young adults
- Instructs members of the school community to use available technologies
- Guides inquiry based learning
- Curriculum knowledge
- Matches teaching strategies and student learning needs

As it was mentioned earlier, the Section of School libraries and Resource centers, in discussing the School library guidelines has taken into consideration the guidelines of the Public library section. In addition, it has also made contact with Rita Schmitt, Secretary of the Section of Libraries for Children and Young Adults in order to get some feedback from their work in developing **guidelines for Children's services in libraries.**

A first **draft of the contents** considered for the guidelines was made available to the School library section. It included the following headings:

- Childhood at the beginning of the third millennium
- Children and libraries
- The rights of the child
- Children's libraries within the framework of the Public Library System
- Cooperation with local organizations/ local community
- Building – accommodation – furnishing (including JCT)
- Education and training
- Promotion of the children's libraries
- Reading promotion – promotion of media skills – program work
- Resources: books, media, JCT
- Information services
- Monitoring and evaluation
- Management of children's services
- Funding: budget planning – fundraising

The guidelines will include examples of good practice

#### ✓ **The IFLA/UNESCO School Library Manifesto**

This important document prepared by IFLA and approved at the General Conference of UNESCO is the result of the work of many colleagues throughout the world.

It is now published in English, French and Spanish thanks to the generous support from the National Library of Canada.

Copies of the leaflet can be obtained from the IFLA Headquarters.

The text is also available on IFLANET at

<http://www.ifla.org/VII/sll/ssl.htm#3d>

## ✓ CONFERENCE ANNOUNCEMENTS

### ► African/Arab Conference on Public and School Librarianship

Organized jointly by IFLA, UNESCO and the Rabat School of Information Science, 19 - 21 September 2001

Ecole des Sciences de l'Information, Rabat, Morocco

This conference is aimed at librarians and government representatives engaged with public and school libraries at a managerial and decision-making level, as well as educationalists from African and Arab countries.

The conference will be open to participants from elsewhere.

Working languages will be English and French, with simultaneous interpretation.

The fee for registration is US\$100 per person, which includes all conference documentation, refreshments, lunches and conference dinner.

The main topics of the conference will be the latest developments in public and school libraries. Key elements are the promotion of various IFLA/UNESCO publications for those sectors:

The Public and School Library Manifestos, the new Public Library Guidelines and the School Library Guidelines (draft).

The situation worldwide will be discussed with special reference to the situation in African and Arab countries. Speakers will therefore be drawn from local and regional librarians and educationalists as well as those involved in the work of the IFLA Sections.

The event is made possible thanks to generous support from UNESCO, the US National Commission on Libraries and Information Science (NCLIS) and the IFLA Programme for the Advancement of Librarianship (ALP).

The Ecole des Sciences de l'Information in Rabat contributes its resources.

### **Preliminary Programme**

#### **Wednesday 19 September 2001**

Presentation of relevant IFLA and UNESCO programmes.

Presentation and discussion of manifestos and guidelines.

#### **Thursday 20 September 2001**

African public and school libraries: case studies, experience and best practice.

Government policies.

Projects: IFLA Sections of Public and School Libraries.

#### **Friday 21 September 2001:**

Lifelong learning. Bridging the digital divide. Planning for the future.

#### **Saturday 22 September 2001**

Social and cultural programme

### **Programme Committee**

Sjoerd Koopman, IFLA Coordinator of Professional Activities, Chair

Birgitta Sandell, Director IFLA/ALP Programme

Jacinta Were, IFLA Africa Section

Glenys Willars, IFLA Section of School Libraries and Resource Centres

Philip Gill, IFLA Section of Public Libraries

Mohamed Benjelloun, Director Ecole des Sciences de l'Information  
Aziz Abid, UNESCO Information Society Division

### **Registration**

There is a limited capacity at the conference venue in Rabat. You can express your interest in participating in the Africa/Arab Public and School Library Conference by filling in your address details below and sending it to IFLA Headquarters in The Hague, Netherlands, before Friday 15 June 2001.

Name:

Institution:

Address:

Country:

E-mail address:

Position (please indicate function and level):

Send these address details to:

IFLA

P.O. Box 95312

2509 CH THE HAGUE

Netherlands

[ifla@ifla.org](mailto:ifla@ifla.org)

### **► CONFERENCE ARABO AFRICAINE SUR LES BIBLIOTHEQUES PUBLIQUES ET SCOLAIRES**

Organisée conjointement par l'IFLA, L'UNESCO et l'Ecole des Sciences de l'Information de Rabat.

19-21 septembre 2001, Ecole des Sciences de l'Information  
Rabat, Maroc

Cette conférence est destinée aux bibliothécaires et aux représentants des gouvernements qui travaillent dans le secteur des bibliothèques scolaires et publiques au niveau managérial et de décision, de même que les formateurs venant des pays arabes et africains. La conférence sera ouverte à d'autres participants venant d'autres pays.

Les langues de travail seront l'Anglais et le Français avec la traduction simultanée.

Les droits d'inscription sont fixés à 100 US\$ par personne. Ces droits incluent la documentation de la conférence, les rafraîchissements et ainsi que les repas de la conférence.

Les thèmes principaux de la conférence porteront sur les développements les plus récents sur les bibliothèques publiques et scolaires.

Les éléments de base sont la promotion des différentes publications de l'IFLA et de l'UNESCO concernant ces secteurs: les Manifestes sur les Bibliothèques Publiques et Scolaires, les nouveaux Principes Directeurs sur la Bibliothèque Publique et le projet de Principes Directeurs sur la Bibliothèque scolaire. La situation dans le monde sera discutée avec une référence spéciale sur la situation des pays africains et arabes. Les conférenciers seront des bibliothécaires ayant une expérience nationale et/ou régionale, des formateurs, de même que des bibliothécaires engagés dans le travail des sections de l'IFLA.

Cette manifestation a été rendue possible grâce à un appui généreux de l'UNESCO, de la Commission Nationale Américaine sur les Bibliothèques et les Sciences de l'Information (NCLIS) et du programme de l'IFLA pour le Développement de la

Bibliothéconomie (ALP). L'Ecole des Sciences de l'Information de Rabat a apporté une contribution en nature.

## **PROGRAMME**

Le Programme préliminaire comprend :

### **Mercredi 19 septembre 2001**

Présentation des programmes majeurs de l'IFLA et de l'UNESCO. Présentation et discussions des Manifestes et des Principes directeurs.

### **Jeudi 20 septembre 2001**

Les bibliothèques publiques et scolaires en Afrique: études de cas, expériences et meilleures réalisations. Les politiques des Gouvernements. Les projets des sections de l'IFLA sur les Bibliothèques Publiques et Scolaires.

### **Vendredi 21 Septembre 2001**

La lecture sur le long terme. Comblent le fossé des nouvelles technologies. Planification pour le futur.

### **Samedi 22 Septembre 2001**

Programme social et culturel.

## **COMITE DE PROGRAMME**

Sjoerd Koopman, Coordonnateur des Activités Professionnelles de l'IFLA, Président

Birgitta Sandell, Directrice du Programme IFLA/ALP

Jacinta Were, Section Afrique de l'IFLA

Glenys Willars, Section de l'IFLA pour les Bibliothèques Scolaires et les Centres de Ressources

Philip Gill, Section de l'IFLA pour les Bibliothèques Publiques

Mohamed Benjelloun, Directeur de l'Ecole des Sciences de l'Information

Aziz Abid, Division de l'Information UNESCO.

## **INSCRIPTION**

La capacité de la salle de conférence à Rabat est limitée. Vous pouvez exprimer votre intérêt de participer à la Conférence Arabo-Africaine sur les Bibliothèques Publiques et Scolaires en remplissant vos coordonnées ci-dessous et en les envoyant au siège de l'IFLA à la Haye au Pays-Bas avant le vendredi 15 juin 2001.

Nom :

Institution :

Adresse :

Pays :

Adresse E-mail :

Poste (indiquer le niveau de la fonction)

Envoyer ces informations à :

IFLA

P.O. Box 95312

2509 CH THE HAGUE

Pays Bas

[ifla@ifla.org](mailto:ifla@ifla.org)

Après réception de votre demande, nous vous contacterons plus tard pour vous informer sur les procédures d'inscription, l'hôtel, l'hébergement, le programme, etc.

► **ECIS Triennial Special Librarians' Event**

**"Reading between the lines..."**

Venue: American International School of Budapest, Hungary

Dates: 15-17 March 2002

Keynote speaker: Joyce Valenza

Find out more about Joyce at <http://mciunix.mci.k12.pa.us/~spjvweb/jvweb.html>

Details: Program Organizer Linda Mart [lmarti@isp.cz](mailto:lmarti@isp.cz) OR

Publicity/Registration Facilitator Anthony Tilke [tilkea@yis.ac.jp](mailto:tilkea@yis.ac.jp)

April 2001

Website: <http://www.yis.ac.jp/ecisbuda/>

✓ **NEWS.... NEWS...NEWS**

► **The Public Library Service: IFLA/UNESCO Guidelines for Development**

Now Available!

The eagerly awaited public library guidelines have now appeared in the IFLA Publications series as The Public Library Service: IFLA/UNESCO Guidelines for Development. These guidelines have been framed to provide assistance to librarians in any situation to develop an effective public library service meeting the needs of their local community.

Philip Gill, Chair of the IFLA Working Group which prepared these new guidelines, said:

"The publication of these new IFLA/UNESCO Guidelines for Public Libraries, following wide consultation, present librarians worldwide with standards and guidelines which will help them develop public libraries relevant to the information age. In this exciting and complex information world, it is vitally important for those in search of knowledge, information and creative experience that they succeed. I believe that these guidelines will help public librarians around the world meet that challenge."

A distinctive feature of these guidelines is the inclusion of examples of provision from around the world. They provide snapshots of what is happening in public libraries in many different countries and a glimpse of imaginative solutions to specific challenges.

These guidelines are essential reading for everyone involved in the provision of public libraries. They will become an essential reference tool for public library development and planning.

The Public Library Service: IFLA/UNESCO Guidelines for Development / [International Federation of Library Associations and Institutions] Prepared by a working group chaired by Philip Gill on behalf of the Section of Public Libraries. \* Munich: Saur, 2001 XVI, 116 p. 21 cm (IFLA Publications ; 97)

ISBN 3-598-21827-3

This publication can be ordered for DEM 98.00 (IFLA Members DEM 73.50), from:

K. G. Saur Verlag GmbH.  
Postfach 70 16 20  
81316 MUNICH, Germany

Tel. +49-89-76902-232  
Fax +48-89-79602-150/250  
E-mail: [CustomerService\\_Saur@csi.com](mailto:CustomerService_Saur@csi.com)

### ► **School Libraries in Portugal**

In our Newsletter no. 36, July 2000 we had reported that the recently started development of school libraries in Portugal had reached a dead end situation due to the government's position that "there is no need to invest in school libraries as everything is going to be on line".

A letter sent to the chair and secretary of the section by the Portuguese Ministry of Education fiercely denies this statement. The Ministry expresses its firm will in continuing the implementation of a school library network.

The editor expresses her true apologies and regrets for making an announcement based on false information. Actually it is a great pleasure and a relief to hear that Portugal is truly committed in developing its school libraries

### ► **Columbian Winner of Guust van Wesemael Literacy Prize 2001**

IFLA is pleased to announce that the Culture and Libraries Department of COMFENALCO at Medellin, Colombia, is the winner of the Guust van Wesemael Literacy Prize 2001.

The objective of this award of 6,000 Dutch guilders is to sponsor a public or school library in a developing country to perform activities in the field of literacy: collection development, promotion, training, policy development or otherwise.

In Colombia there are currently more than 50 Family Compensation Bureaus: private social security entities that work in different fields to improve the quality of life of the people. These bureaus own 120 public libraries throughout the country. Although they belong to the private sector, these libraries serve the whole community and work hand in hand with the country's other public libraries, coordinated by the Ministry of Culture.

Comfenalco is one of these Family Compensation Bureaus; its Culture and Libraries Department was set up in 1979. Reading promotion is high on its list of objectives. The programs in this field are in two main areas: teacher's training and increased access possibilities to books.

On hearing the news of the Prize, Gloria Rodriguez, Head of the Comfenalco Culture and Libraries Department, was very gladly surprised. She stated that the money would be used for writing and publishing two booklets. One would be directed to people in charge of children's collections, the other would be aimed at activities for adults responsible for book collections in factories and companies.

The Jury of the Guust van Wesemael Literacy Prize 2001 consisted of Adèle Fasick (Chair), Kay Raseroka and Glenys Willars. They were unanimous in their choice of the proposal submitted by the Colombian colleagues.

This Prize was established in 1991 by IFLA's Executive Board to commemorate the Late Guust van Wesemael, Coordinator of IFLA's Professional Activities from 1979 to 1990 and Deputy Secretary General of IFLA from 1979 to 1991. Funded by donations, the Guust van Wesemael Literacy Prize has been awarded biennially since 1997.