



Newsletter for IFLA section no. 11

School libraries and Resource centres

Dear Colleagues

I am very sorry to advise you that a great friend and colleague to many of us in IFLA and the library and information profession, Professor L Anne Clyde, died suddenly 18. September 2005 in Reykjavik. It is a most untimely loss of an outstanding library educator, vigorous proponent for school libraries and strong IFLA supporter.

Anne Clyde was the 2003-2007 Chair of the IFLA Section of School Libraries and Resource Centres and Professor in the Department of Library and Information Science at the University of Iceland, an Associate of the Australian Library and Information Association, a Fellow of CILIP and a Member of the Australian College of Educators. In an outstanding academic career, Anne held academic positions in three Australian states, at the University of British Columbia in Canada and at the University of Iceland. She has taught and researched in many other places in Australia and Iceland and beyond, including projects in North America, Europe and Namibia. Her extensive list of publications include Weblogs and Libraries (2004), An Introduction to the Internet (1994, twelfth edition 2004), Managing InfoTech in School Library Media Centers (1999), School Libraries and the Electronic Community: The Internet Connection (1997), and Computer Applications in Libraries (1993).

Anne's work has spanned many aspects of the library and information field, especially school librarianship where she has made an extensive and notable contribution. Besides her leadership in the IFLA Section of School Libraries and Resource Centres, Anne has contributed enormously to the International Association of School Librarianship for which she was most recently Webmaster.



I know that I speak for many, many colleagues throughout the world in expressing our great sadness at losing Anne and our gratitude for the ways in which she has enriched our lives. We join with her family, friends, colleagues and students in mourning Anne and in celebrating her achievements. We should lift a glass of good wine to her as she would have liked us to do.

With best wishes

Dr Alex Byrne, President IFLA
20. september 2005



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Dear Colleagues,

I am currently in Bangkok representing the Schools Section at the IFLA/UNESCO Information literacy and school libraries workshop and have just received very sad news that Section Chair Dr. Anne Clyde had a heart attack on Sunday morning near her home in Reykjavic, September 18, 2005 and died.

Even with immediate medical services, she was not able to survive.
Anne's sister, who lives in Tasmania, has been notified. There will be a Memorial Service in Iceland next week, but I do not yet have specific details.

In addition to having served this Section as Chair, and having been appointed for a second term Anne was the IASL Webmaster. She designed and maintained the IASL website, School Libraries Online, for over a decade. Anne also commenced the first IASL-LINK listserv that was once housed on the University of Iceland server.

Anne had recently completed a sabbatical and had returned to her position as Head of the Library Program at the University of Iceland. Anne's contributions to the field of school librarianship are countless. She will be greatly missed around the world and especially by her colleagues here in IFLA and IASL.

James Henri,
21. September 2005



Photo: Stefán Karlsson (copyright)

I've just received this news here in Bangkok at the IFLA/UNESCO Workshop on information literacy and school libraries. Again the news reinforces the fact that life is both precious and short.

I first worked with Anne back in 1981 when we both took up positions at Riverina College of Advanced Education in Wagga Wagga (later to become Charles Sturt University). Although Anne did not stay long at RCAA, or in fact in Australia, we have been in contact on a regular basis over the years and most recently formed a team to lead the IFLA Section of School Libraries and Resource Centres.

Anne was a tireless worker who often highlighted the essential core issues of a debate. She did not suffer fools and said it as she saw it. Most of us would have been in her sights at some time or other. There are few Anne Clyde's in this world and we in IASL and IFLA have been fortunate to have her in our team. She will be a hard act to follow and impossible to replace.

James Henri

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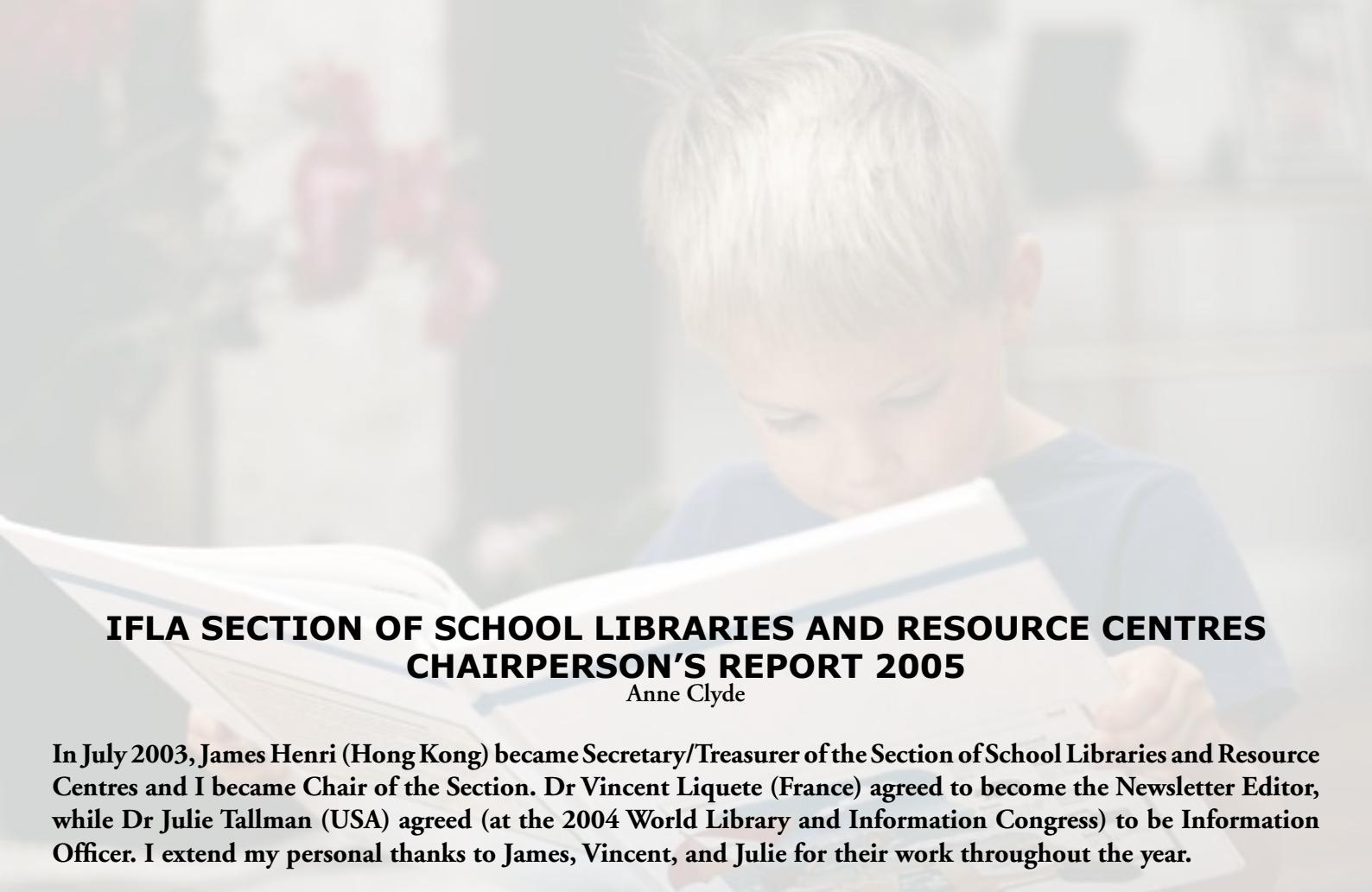


See more memories on the sections listserv - subscribe here:

<http://infoserv.inist.fr/wwsympa.fcgi/info/school-l>

And here on IALS webpages:

<http://www.iasl-slo.org/ac-messages.html>



IFLA SECTION OF SCHOOL LIBRARIES AND RESOURCE CENTRES CHAIRPERSON'S REPORT 2005

Anne Clyde

In July 2003, James Henri (Hong Kong) became Secretary/Treasurer of the Section of School Libraries and Resource Centres and I became Chair of the Section. Dr Vincent Liquete (France) agreed to become the Newsletter Editor, while Dr Julie Tallman (USA) agreed (at the 2004 World Library and Information Congress) to be Information Officer. I extend my personal thanks to James, Vincent, and Julie for their work throughout the year.

1. With a little over 80 members (according to the IFLA database) the Section of School Libraries and Resource Centres falls into the second group of Sections in terms of size. As such, it is entitled to only 620 Euros per year capitation from IFLA. Members will appreciate that this is a very small amount from which to meet Section administrative expenses; indeed, in 2004 it did not even cover my mailing expenses, never mind all the other expenses associated with managing a Section. I mention this because I think some members have an unrealistic view of what the Section can do. However, acknowledging this reality, I have also to say that our greatest resource is the amount of volunteer time that our members have been willing to give over the years.

2. This past year has seen new translations of the IFLA/UNESCO School Library Manifesto and the IFLA/UNESCO School Library Guidelines. IFLANET has a list of translations of the Manifesto that are available on IFLANET and elsewhere, while the International Association of School Librarianship (IASL) web site School Libraries Online also has links to all the translations available on IFLANET plus translations available elsewhere. The Manifesto is now available in 35 languages while the Guidelines are available in eight languages. On the negative side, a translation provided by the National Library of China seems to have disappeared within IFLA Headquarters.

3. At the Berlin conference (2003) the Section was awarded a Small Project

Grant of 675 Euros to create advocacy materials to support the adoption and implementation of the IFLA/UNESCO School Library Manifesto and Guidelines. Among the suggestions are that we create a PowerPoint presentation, presentation summary, handout masters, a bibliography, and other workshop materials that can be used in professional development seminars and workshops around the world. The materials will be available for downloading from IFLANET. The first step has been to assess the materials that are already available from a number of sources. The next will be to create draft materials, and to test them in workshops. It is hoped that the PowerPoint presentation, at least, will be available in languages other than English. However, although a 2004 call for volunteers to work on this project resulted in several positive responses, a mailing to the volunteers was not successful. It seems that another strategy is needed for getting this work done. Meanwhile, of necessity, I have created some publicity resources for use in my own presentations, for example in Brazil last month.

4. At this 2005 conference, our Open Session (two hours) has the theme "Policy: Empowering School Libraries". The Section issued a call for papers, which was distributed widely internationally in late 2004. A selection committee (with members in five countries) reviewed the 22 proposals received in response to the call for papers, and selected four papers for presentation.

Two presenters subsequently dropped out, and we were able to go to the committee's

fifth and sixth choices to fill the gaps. The response to our Call for Papers was much greater than in 2004, but though significant useful responses were received, nevertheless many responses were not related to the topic of the Open Session. Despite the problems, I remain a believer in democratic calls for papers, and I believe we should continue to use this strategy where possible in the future.

5. Because of the relatively large number of responses, many of which deserved to be presented in public, I entered into an agreement with Dr Dianne Oberg, Editor of School Libraries Worldwide, the research journal of the International Association of School Librarianship (IASL). The January 2006 issue of School Libraries Worldwide will be devoted to the theme "Policy: Empowering School Libraries", with Dianne and me as joint editors. As this report was being written, we were in the process of contacting the authors of selected proposals, and we anticipate that we will publish six to eight papers on this topic. This partnership with the IASL journal will help to publicise the work of the Section.

6. On 12 August, we are organising a one-day working pre-conference before the 2005 World Library and Information Congress in Oslo. The theme, "Literacy for Life" is related to IFLA President Kay Raseroka's Presidential theme of "Literacy and Lifelong Learning". This pre-conference is being organised in conjunction with the IFLA Literacy Section; the venue is Oslo College. James Henri has been our representative in the planning process while I have created the

pre-conference web site as part of IASL's School Libraries Online. The papers from the pre-conference will be published on the web site. This pre-conference was originally planned and advertised as being a three-day pre-conference; we were forced to reduce it to one day after IFLA organised a conference on the same topic for later in 2005.

7. James Henri (Secretary) and I have both represented the Section at regional activities. James attended and spoke at the Regional Workshop on School Library Services in Southeast Asia, held 9-11 September 2003, and he has been involved in ongoing work related to this workshop and to a follow-up workshop to be held later this year. I spoke and acted as resource person at the South American Seminar on the IFLA/UNESCO School and Public Library Manifestos and Guidelines, held in Curitiba, Brazil, from 14-16 July 2005. The IFLA Section for Latin America and the Caribbean would like to find ways for closer interaction with the Section of School Libraries and Resource Centres.

8. James Henri and I both attended the IFLA Division 3 mid-term meeting in London in March 2005, at our own expense. I provided a substantial report on this meeting, through the SCHOOL-L listserv, and members are invited to consult that report for further information.

One of the key decisions will be referred to below.

The main item on the agenda, however, was the Review of the Sections; each Section must complete its formal review document by November this year. I was able to meet with the incoming IFLA President, Dr Alex Byrne, in Sydney, and like the meeting in London, this Sydney meeting helped to clarify my thinking about the review process. At this Oslo Standing Committee meeting, I will be tabling a draft section review document for the Section of School Libraries and Resource Centres, for comment and input from Standing Committee members.

9. The 2006 IFLA World Library and Information Congress will be held in Seoul, Korea. At that stage, IFLA will have a new President, Dr Alex Byrne, whose Presidential theme will emphasise cooperation and connections. It may be that this conference provides a chance to explore the Section's relationship with other bodies and organisations whose aims are interconnected with ours. We have been approached by two different Sections about the possibility of a joint session: the Section for Asia and Oceania and the Section for Latin America and the Caribbean.

10. The 2007 IFLA World Library and Information Congress will be held in Durban, South Africa. Early last year, we agreed (with the local conference organisers) that the theme for our Open

Session would be "HIV/AIDS and School Libraries". We intend to honour this commitment, but we may need to think laterally in order to do so. The Section of School Libraries and Resource Centres is in Division 3, Libraries Serving the General Public. At the March 2005 mid-term meeting in London, the Division agreed that each of the eight Sections would give up one of their hours of programme time so that a day-long Division Open Session could be held. This is not in the best interests of the Section of School Libraries and Resource Centres, since it leaves us with only one hour of Open Session time. We will be looking at ways to solve this problem.

11. As indicated above, I do have some concerns about matters related to the work of the Section of School Libraries and Resource Centres. (1) The IFLA membership database has not been up-to-date, as I have discovered to my cost when sending out a mailing to "Section members". A quarter of the envelopes were returned with "incorrect address" or other mail service notation. I have not been able to get corrections made. The same problem exists with email addresses of Section members. (2) The information on the Section's web pages on IFLANET is incomplete. Some information and significant documents, for example, are missing. Tracking these down is not easy. (3) Section membership numbers remain a concern, and we need to take steps to increase the membership, for example by updating and re-designing our Section brochure.

Very best wishes to all for a successful and stimulating conference.

Anne Clyde
Chair, IFLA Section of School Libraries and Resource Centres.

Minutes of the Meetings of the Section Standing Committee

1. Anne Clyde welcomed members and observers to the first meeting of the Standing Committee of the Section of School Libraries and Resource Centers.

2. Introductions of members and observers: Those Attending the Second Meeting Saturday 1130-1420 August 13, 2005

3. Apologies from:
Dianne Oberg Canada and Sandy Zinn
South Africa

4. The agenda was approved

5. Election of Office Bearers

Since there were no nominations accept from the outgoing Chair and Secretary Anne Clyde (Chair) and James Henri (Secretary/Treasurer) were confirmed.

6. Confirmed minutes of standing committee meetings held in Buenos Aires, Argentina August 22 and August 28 2004.

7. Matters arising:
Nothing of substance was discussed as matters were covered under agenda items.

8. The Chair reviewed the scheduling of meetings and programs for (Year).
The Chair discussed the arrangements at the conference with particular attention to the need for volunteers to take turns at the IFLA Booth. The background details to the selection of papers for the Open Session were provided and the quality of the proposals acknowledged. An important aspect to the process was the involvement of a number of people in the selection process. It was noted that as a result of this quality the editor of School Libraries Worldwide had agreed to devote a special issue on the theme of policy with papers offered to the

Open Session having first claim status.
The joint Reading/Schools preconference workshop 'Literacy for Life' was discussed and those who attended indicated that it had met their expectations and was a good example of the value of collaboration among Sections.

First meeting 13.08.05, 11.30-14.30 Oslo, Norway 2005

[Elizabeth M. R. de Carvalho (Regional Office manager Latin America and the Caribbean Section) spoke in support of ongoing collaboration between the Schools Section and LAC Division.]

9. Officer Reports (Reports mounted on IFLANET)

Report from Chair – Anne Clyde (Iceland) thanked the executive members: Secretary-Treasurer – James Henri (Hong Kong)

Information Officer – Julie Tallman (USA)

Newsletter Editor – Vincent Liquete (France)

Thanks were extended also to Sophie Felfoldi, the IFLA Webmaster, for keeping our Section of School Libraries and Resource Centres documents on the website up-to-date.

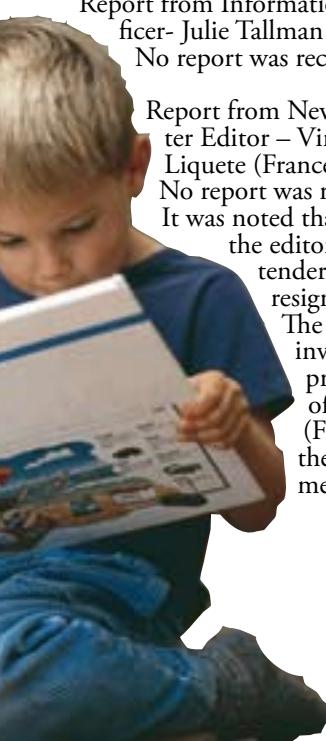
The Chair noted that the Section had been successful in lobbying for simultaneous translation this year and encouraged members to attend that session in numbers to demonstrate appreciation.

Report from Secretary/Treasurer-James Henri (Hong Kong)

The Treasurer tabled a motion that the remaining funds in the Regional Workshop project be used to support attendance at the IFLA/UNESCO Regional Workshop on school libraries and information literacy to be held in Bangkok in September. The motion was carried.

Report from Information Officer- Julie Tallman (USA)
No report was received.

Report from Newsletter Editor – Vincent Liquete (France)
No report was received.
It was noted that the editor had tendered his resignation.
The Chair invited expressions of interest.
(Following the meeting



the Chair appointed Niels Damgaard (Norway) to this position.

10. Review of Strategic Plan.

The Chair reviewed the six goals of the Section's 2004-2005 Strategic Plan and highlighted examples of Section Actions for each goal. The plan was amended following discussion and the revised plan can be found on IFLANET.

11. Small project:

The Chair reported that no progress had been made on the Development of Advocacy materials for the School Library Manifesto. She called for expressions of interest in joining the project steering committee.

12. Project proposals:

Given the lack of success of proposal submissions it was agreed that no proposal would be submitted to the Co-ordinating Board. However, it was agreed that the Section would be a supportive partner in a bid to obtain funding from the Asia and Oceania Division for a pre-conference workshop on policy development with special attention to information literacy.

13. Information Literacy Policy Statement

Jesus Lau Chair of the Information Literacy Section spoke on the draft information literacy document and agreed to provide the final draft to the Section Chair for circulation. He encouraged the Section to formulate a statement

with respect to school libraries. It was resolved that a small working party consisting of James Henri, Kathy Lemaire, Barbara Immroth, Dalia Naujokaitis and Lourense Das would draft a statement.

14. Review of Section.

The Chair walked participants through the draft document and minor alterations were agreed. It was agreed that IFLA Headquarters needed to provide regular information on sales of section publications.

The final draft to be mounted on IFLANET.

15. Forthcoming Conferences –

Seoul 2006 – It was agreed that the Section would combine with the Asia and Oceania Section to organize a joint Open Session on information literacy. The theme would be "Information literacy for young people: Evolving models in a changing world".

Durban 2007 – It was agreed that a joint Open Session would be arranged with the Public Libraries Section and the Reading Section on Libraries and HIV/AIDS. Ottawa 2008 – Discussion was held over. School Libraries and Resource Centers Section:

<http://www.ifla.org/VII/s11/index.htm>

Those attending the first meeting Saturday 11.30-14.30, August 13, 2005

| | | |
|-----------------------------|-------------|--------------------------------|
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| Barbara Immroth | USA | immroth@ischool.utexas.edu |
| Anne Clyde | Iceland | |

Those Attending the Second Meeting Friday 1100-1350 August 19, 2005

| | | |
|----------------------|-----------|--------------------------------|
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| James Henri | Hong Kong | jhenri@hkucc.hku.hk |
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| Maren Brit Baadshaug | Norway | maren.brit.baadshaug@online.no |
| Niels Damgaard | Norway | niels.damgaard@bibsent.no |

World Library and Information Congress

72nd IFLA General Conference and Council

Seoul, South Korea. 20 - 24 August, 2006



CALL FOR PAPERS & POSTERS

The IFLA Section of School Libraries and Resource Centres is calling for proposals for papers and posters for the Section's Open Session to be held as part of the 2006 World Library and Information Congress in Seoul, South Korea 2006

The overall theme of the conference is: Dynamic Engines for the Knowledge and Information Society".

The theme of this Open Session will be: Information Literacy for Young People: Evolving Models in a Changing World

Proposals that consider schools, school libraries, children's libraries, or home schooling environments will be considered.

The Section is seeking proposals for 5 presentations. The Section prefers interactive presentations but each presentation must be backed by a paper that will be published on IFLANET.

Each presentation will be of approximately 20 minutes duration, with an additional five minutes for discussion.

The Section is also seeking proposals for Posters on the same theme. It is anticipated that up to 12 posters will be selected. The poster session will be of about 40 minutes duration and the author will talk to their poster.

Proposals should include the following information:

Title of Proposed Paper or Poster:

Name of Presenter/s:

Contact Information (mailing address, fax, email):

Abstract of Paper or Poster (200-300 words):

Short Biography of Presenter/s (maximum 100 words each)

Proposals may be submitted by air mail, fax, or email, to:

Prof. James Henri
Division of Information &
Technology Studies
Faculty of Education
The University of Hong Kong
jameshenri@hku.hk

P (852)28592849 F (852) 25177194
<http://www.cite.hku.hk/people/jhenri/>

Proposals will be reviewed by the Section's Program Committee for the IFLA 2006 Conference. Criteria will include originality, timeliness, relevance to an international IFLA audience, and relevance to the theme for this session.
Schedule:

Please note the following deadlines:

31 January 2006:

Deadline for submission of proposals

28 February 2006:

Notification of acceptance of proposals

15 April 2006:

Submission of full papers. Authors whose proposals are accepted will be provided with details of the requirements. The submitted papers will be reviewed by the Section Committee.

Note that IFLA does not meet conference registration, travel or accommodation costs for presenters, nor does it provide financial support.

Lourense Dass



Call for papers to IASL conference: "The Multiple Faces of Literacy: Reading, Knowing, Doing" Lisbon, Portugal, from 3-7 July 2006

The 2006 conference of the International Association of School Librarianship (IASL) will be held in Lisbon, Portugal, from 3-7 July 2006.

The theme of the conference is "The Multiple Faces of Literacy: Reading, Knowing, Doing". The Call for Proposals is now available on the conference web site at <http://www.iasl-slo.org/conference2006.html>

Note that the Call is for:

- * Professional papers
- * Research Forum Papers
- * Workshops/Demonstrations
- * Poster Sessions

The closing date for proposals is 30 November 2006. All inquiries to the conference organisers

Call for proposals <http://www.iasl-slo.org/conference2006-call.html>

Anne Clyde



THE 2005 CONFERENCE IN HONG KONG OF THE INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

The 34th annual conference of the International Association of School Librarianship (IASL) was held in Hong Kong, China, from 8-12 July, with an extra day for a conference of IBPALMS (International Baccalaureate Pan-Asian Library Media Specialists). In addition, the Eighth International Forum on Research in School Librarianship formed part of the IASL conference. The conference delegates, from more than forty countries, could select from 170 different sessions, workshops, meetings, and library visits, plus social functions, award presentations, and tours. The conference venue, Hong Kong University, was, as the conference organisers had promised, on the side of a mountain, creating challenges for the less-than-physically-fit. In Iceland, you take a bus to the University of Iceland campus; in Hong Kong, you take a pedestrian escalator from street level many hundreds of feet up the mountainside to the Hong Kong University's lower gates, then tackle the stairs... we very quickly learned that it was better to get a taxi to the "top gates" of the University and walk part-way down the mountain to the lecture theatres and the Library.

The theme of the conference was "Information Leadership in a Culture of Change"; this allowed for an almost infinite range of interpretations as the programme developed. At the Official Opening of the conference, Mrs Fanny Law, Permanent Secretary for Education and Manpower of the Hong Kong Special Administrative Region, spoke about the government's plans for Hong Kong as an information society and the function of libraries in that society. She was followed by representatives of the city of Hong Kong and Hong Kong University. The Keynote Address was given by Stephen Heppell, founder of Ultralab in the United Kingdom; we were promised "daring visions of education" from him, and we got them. Are schools needed at all?, he asked us, and then pointed to the results of a "NotSchool" project in England for children who had been excluded from school (mainly because of

behaviour problems). The young people in this project scored better on tests than their peers who attended school. Do we really need schools? If we do (for whatever reason), are the schools we have, serving us well? Is there a better way to educate and socialise young people? What is the place of a library in a situation where young people don't go to school? Are there better ways to support learning? It was a challenging Keynote though an uncomfortable one.

Through the next three days, professional presentations, workshops, research papers, and poster sessions were presented by delegates from Australia, Austria, Botswana, Brazil, Canada, China, Hong Kong (China), Iceland, India, Indonesia, Israel, Japan, The Netherlands, New Zealand, Nigeria, Papua New Guinea, The Philippines, Portugal, Singapore, South Africa, Sweden, Taiwan, the United Kingdom, and the United States of America. Our Hong Kong colleagues hosted visits to local school and public libraries, and the Hong Kong University Library made us welcome and provided us with Internet access and access to printers and other facilities.

Among the professional papers were "The Information Search Process Model" (Professor Carol Kuhlthau, USA), "Fiction for Life" (Monika Hallberg and Malin Utter, Sweden), "Tools for Integrating Information Skills" (Katharina Berg, Brazil), "Information Literacy and Cooperative Planning and Teaching in a Hong Kong School" (Chan Fung Yee Fanny, Hong Kong), "The Design and Development of an Online Knowledge Base for Librarians" (Chiu Po Han, Taiwan), "Paperless Classrooms Using Tablet PCs" (Dr Rutledge Ellis-Behnke, USA), "Using Information and Communications Technologies in Education in Botswana" (Lynn Jibril, Botswana), and "Assignment Success: Designing Student Research Tasks to Foster Information Literacy" (Lee Fitzgerald, Australia). Professor Dianne Oberg and Dr Jennifer Branch (Canada)

gave a presentation about the new Alberta document, Focus on Inquiry,¹ which they wrote for the schools of the Province; this book incorporates plans, strategies, and guidelines for teachers and school librarians who want to develop the inquiry process as a basis for teaching in their schools. Pru Mitchell (Australia) spoke about a new Australian document, Standards of Professional Excellence for Teacher Librarians. This document was developed in 2004 by the Australian School Library Association (ASLA) and the Australian Library and Information Association (ALIA); it is available on the Internet at <http://www.asla.org.au/>

Because I teach a research methods elective course in the BA (Library and Information Science) and MLIS programmes at the University of Iceland, I was mostly following the International Forum on Research in School Librarianship strand of the conference. Among the research papers were "Developing Leadership for Change: Information Literacy in Pre-Service Teacher Education" (Dr Jennifer Branch, Canada), "Student Learning Through Australian School Libraries: An Analysis of Student, Teacher and Teacher Librarian Perspectives" (Lyn Hay, Australia), "Factors Hindering High School Library Success as Viewed by Librarians, Teachers and Principals in Israel" (Moshe Yitzhaki, Israel), "Libraries as Partners in Youth Development" (Lourdes T. David, and Michelle F. Panti, The Philippines), and "Students' and Teachers' Perceptions of the World Wide Web" as a resource that promotes and facilitates learning (Sunita Shankar, Singapore).

Like most professional associations, IASL has its own conference traditions. One of these is the annual IASL Auction, with auctioneer Gerald Brown of Canada officiating. Conference delegates are asked to bring an item from their own country for the auction, and we then bid against each other for an item to take home. The proceeds of the auction each year go to IASL's "Support



At the recent IFLA conference in Oslo, Tatiana Zhukova, Russian Association of School Libraries, and Editor-in-Chief of the Russian magazine "School Library", gave Anne Clyde a folder of material about the association and the magazine.

a Member" project (which provides free IASL membership for selected people in developing countries), and to the cost of bringing delegates from developing countries to the conference each year. As usual, I did some of my Christmas shopping at the IASL Auction this year, buying bookmarks for collectors in three countries, a library T-shirt for my sister (a local government politician in Australia who not only collects T-shirts with library-related themes but wears them to advertise libraries), and some books.

Another IASL conference tradition is the Assembly of Associations, which provides a forum for national and state or local school library associations from around the world that are members of IASL, to report on their activities for the year and to seek support for projects. The Assembly of Associations is chaired by the IASL Vice-President for Association Relations (at present, Judy O'Connell of Australia). The Assembly of Associations Communiqué, available on the IASL web site at <http://www.iasl-slo.org/communiques.html> provides a record of the reports from the associations, while the Executive Summary provided by the Vice President for Association Relations highlights common problems and achievements.

The conference papers are available on CD-ROM and information about the conference is available on the IASL web site at <http://www.iasl-slo.org/conference2005.html>. The annual reports are available on the IASL Web site at <http://www.iasl-slo.org/annualreports.html> (including my annual report as IASL Webmaster).

The 2006 IASL conference will be held in Lisbon, Portugal, from 3-7 July with the theme "The Multiple Faces of Literacy: Reading. Knowing. Doing.". The 2006 conference web site is at <http://www.iasl-slo.org/conference2006.html>. Why not think about attending? The web site has information about the conference, plus links to information about Lisbon and Portugal. You could combine a pleasant holiday with a unique professional development opportunity.

Dr Anne Clyde,
Professor Library and Information
Science Department
The University of Iceland

"The Mission of the Association is to bring together spiritual and intellectual resources of Russia in order to develop Russian school libraries that will act as a catalyst for education, instruction and well being of children and adolescents.

"The Association represents the interests of the largest library network of Russia -- the network of school libraries. The Ministry of Education and Science of Russian Federation has supported the initiative to establish the Association and considers it to be an effective tool of developing policies for school libraries at federal, regional and international levels.

"The scale of problems concerning the present state and future development of school libraries in Russia is so big that the situation is being attended to by high-ranking officials. In this context Ludmila Putina's patronage of All-Russian Festival of school libraries, BiblioImage, held in autumn 2003 is indicative. The Festival has demonstrated that school library professionals have great creative potential, although they are the most socially insecure group of educators. Therefore the aim of the Association is social and professional protection of these enthusiasts."

The Association hopes that it will be able to enable its members:

* to promote legislative initiatives on information and library development in education;

* to bring together intellectual and creative potential of school libraries in order to establish a common library and information space in Russia;

* to establish coordination and cooperation between school libraries and other types of libraries;

* to promote cooperation with other Russian organizations and structures with a view to develop school libraries;

* to work at the federal level on consolidating school libraries as well as on increasing social security of library professionals;

* to join IASL which membership can provide more opportunities for school libraries in Russia to become real information resource centres and integrate into the world information space.

The magazine "School Library" publishes official materials from government agencies, reports of conferences and meetings, materials for professional development, material to assist in developing and promoting a reading culture, material from the regions, information about books, suggestions for activities in the school library. The magazine is published in Russian.

Anne Clyde



The address of the Association is 1/3 Maliy Cherkassky pereulok, office 437, Moscow, 109012, Russia. The URL of the Association's web site is <http://www.schoollibrary.ioso.ru/>

SOUTH AMERICAN SEMINAR ON THE IFLA/UNESCO SCHOOL AND PUBLIC LIBRARY MANIFESTOS AND GUIDELINES



In my role as Chair of the IFLA Section of School Libraries and Resource Centres, I attended the South American Seminar on the IFLA/UNESCO School and Public Library Manifestos and Guidelines, held in the City of Curitiba, Paraná State, Brazil, from 14-16 July 2005. The venue was the auditorium of the State of Paraná Public Library, in the centre of the city, and the support of the Library was very evident, not least in the presentation given by Dr Cláudio Fajardo, the Library Director. The seminar was organized by FEBAB, the Federation of Associations for Librarians, Information Scientists and Institutions in Brazil (Márcia Rosetto, President) and the IFLA Latin American and the Caribbean Regional Office (Elizabet Maria Ramos de Carvalho, Manager). The draft of an official seminar report was read at the closing meeting, and the final version will be available shortly; this brief report of mine is a personal one, written for members of the IFLA Section of School Libraries and Resource Centres and supporting national and other associations.

The overall aim of the seminar was to bring together representatives from the South American countries to develop a regional plan of action in relation to the IFLA/UNESCO school and public library manifestos and guidelines, and to propose activities and projects in support of these documents. The programme included papers that gave an overview of the documents and the issues, an exchange of experiences from representatives of the Latin American countries, and working group meetings whose discussions fed into a draft report and action plan. In addition, the seminar provided for the launching of a Brazilian Portuguese translation of the IFLA/UNESCO School Library Guidelines, and the promotion of a new book in Portuguese, *Biblioteca Escolar Brasileira em Debate*, with contributions coordinated by Neusa Dias de Macedo and published in São Paulo in July 2005. On the first day, 14 July, following the official opening ceremony (which I missed, being on a plane at the time), background papers focused on UNESCO, on the IFLA Sections and their documents, and on the general issues. Dr Abdelaziz Abid of UNESCO's Information Society Division, spoke about UNESCO, Libraries and the Information Society. Public libraries were covered by May Brooking Negrão in a paper that revisited a meeting in Bahia, Brazil, on the IFLA/UNESCO Manifesto for Public Libraries, and by Maria José Moura of Portugal who spoke about the IFLA/UNESCO Guidelines for Public Libraries. In terms of school libraries, I gave a paper on the IFLA Section of School Libraries and Resource Centres and its projects (highlighting the Manifesto), Inês Maria de Moraes Imperatriz spoke about the IFLA/

UNESCO School Library Guidelines (highlighting the new translation), and Dr Neusa Dias de Macedo talked about her new book on school librarianship in Brazil and how the book was created. Dr Sueli Mara Ferreira ended the day with a report on information literacy programmes in libraries in Latin America.

The second day, 15 July, was devoted primarily to reports from the various South American countries, and though these reports spilled over into the third day, all will be listed here. Some of these reports highlighted school libraries, some public libraries, while others dealt evenly with both. The reports were as follows:

- Argentina: "Status of Public and School Libraries in Argentina", by Roberto Servidio
- Bolivia: "The Situation of Public and School Libraries in Bolivia", by Waldo Spinar
- Brazil: "Public Libraries in Brazil", by Sandra Domingues
- Chile: Chilean Public Libraries: A Local Place to Build Citizenship , by Ricardo Gaston Lopez Muñoz
- Columbia: Manifestos and Guidelines for Libraries From Good Intentions Towards Actions by Glória Maria Rodriguez Santamaría
- Ecuador: Status Analysis of Libraries in Ecuador , by César Alfonso Polit Villarreal
- Paraguay: "Public and School Libraries as an Environment for Culture and Education Development", by Emilce Sena
- Peru: "Reading and the School Libraries in Peru", by Alvaro Julian Tejada Sanches
- Suriname: "Public and School Libraries in Suriname" by Anita Macintosh
- Venezuela: "Inter Institutional Alliances for Reading Promotion", by Maria Elena Zapata
- Uruguay: "Public and School Library Solutions in Uruguay", by Magdalena Reyes

Among the common themes that emerged from these presentations were the following related to school libraries:

- Political instability and its effects, up to an including ongoing guerilla warfare, have had a negative impact on schools and school libraries.
- Libraries have the potential to reduce the inequalities in societies by providing access to information, but at the same time library provision often reflects the inequalities
- There is a geographical divide – school and public libraries are better in urban areas than in rural areas
- There are problems associated with relatively low levels of literacy and lower levels of functional literacy in the community; the problem is more critical in some places than in others.
- There is a general dependence on "projects" for initiatives, and while projects can provide the "seed" for nation-wide programmes, the projects are often fragile. Most projects are small; they are subject to whims of officials; and projects created by NGOs from overseas may mean little local control.
- Despite this comment, it has to be said that many of the projects described, were innovative and interesting and worthy of replication in other locations. The problem is getting relevant and timely information about successful projects into the hands of people who might be able to use it.
- School libraries are better in the private schools than in the government schools, throughout the region.
- Not all schools have libraries in most of the Latin American countries; in some countries, there are very few school libraries.
- The responsibility for school libraries and public library services to schools is divided among federal, state/provincial and local governments, plus the NGOs. Most countries don't even know the number of school libraries (something that is important as a basis for planning).
- The role of promoting school libraries and school librarians has fallen to the professional associations. However, in Latin America the library and information profession is relatively new, as are the associations.
- There is a dependence on volunteers, part-time staff, and teachers who have undertaken only short courses in library organisation (and may have little time to organise the school library).
- Appropriate legislative support for school libraries and school librarians is generally lacking.
- There is little support for school libraries in the compulsory school curriculum or in current teaching methods used in schools. This results in a lack of support from school principals and teachers.

- There is some conflict between building “traditional” book collections (which may have ongoing value) and providing Internet access (which provides short-term gains but may bring problems associated with equipment maintenance and updating). Although both are important, when funding levels are low, the two tend to compete.

Not all these apply only to school libraries in Latin America, of course; many of the points above will resonate with readers on other continents. The seminar participants recognised that there were problems and difficulties, but that these problems and difficulties also presented opportunities, for professional associations and for the emerging profession. The availability of the IFLA/UNESCO School Library Manifesto and Guidelines in Spanish and Portuguese will help, as will new publications that were highlighted during the seminar. It would also be a help if a way could be found to make information about successful projects and local initiatives, more widely available in the region.

The third day of the seminar, 16 July, concentrated on taking advantage of the opportunities. Participants worked in small groups. The school library group looked at the School Library Manifesto and Guidelines in the light of the country reports, and attempted to address issues such as providing well-trained personnel in school libraries, and initiatives that might bring about change in school libraries in Latin America. The final report of the seminar will provide the full text of the recommendations that emerged from the group meetings, as well as a summary of the final discussions. Some of the recommendations will have implications for the IFLA Section of School Libraries and Resource Centres.

The seminar papers are available on the FEBAB web site, at <http://www.febab.org.br/>. There are also plans to publish the proceedings on CD and perhaps some copies on paper.

Anne Clyde



'Improve Your Library' self-evaluation frameworks for schools.

Lucy Gildersleeves is currently carrying out a three-year research project evaluating the impact of the DfES 'Improve Your Library' self-evaluation frameworks for schools.

Lucy Gildersleeves, UK is currently working on a three-year research project (mid2005-mid 2008) on the use of Improve Your Library (the English Department for Education toolkit for school library self-evaluation) by schools in England. Please see below a short abstract on the research project. A questionnaire aimed at English schools, part of the first phase evidence gathering, may also be viewed at <http://www.ucl.ac.uk/SLAIS/lucy-gildersleeves/research.php>

ABSTRACT OF RESEARCH

In July 2004 the Department for Education and Skills published Improve Your Library: a self-evaluation process for school libraries, a set of toolkits aimed at primary, middle and secondary level schools in England. These were designed to complement the self-evaluation frameworks set out in A New relationship with schools: improving performance through school self-evaluation and to be distributed via school library services. Ofsted has encouraged schools to use the toolkits. This research, structured in two phases between June 2005 and mid 2008, aims to

identify the nature of use and impact of this library self-evaluation process on school libraries and their integration into whole-school development planning for pupil learning. It is set against the context of significant research into school library impact on pupil achievement and learning which has heightened awareness of library value. Phase one seeks to map levels, patterns and experiences of use by those responsible for the library within schools and to establish the nature of support needed for librarians from school library services and training providers. Phase two plans to track schools in detail to explore the extent of difference the process may have on library integration and contribution to pupil reading and learning. A key outcome is capture of best-practice and experience case examples to assist librarians, school management and educational policy-makers. Potential for a third phase has been identified in which the use of such case banks can be studied and the value of the England experience for similar self-evaluation initiatives elsewhere explored. This paper reports on some of the findings from informal pre-research consultations with librarians and other practitioners which have been used to inform the development of survey instruments for phase one. It concludes that there is considerable diversity in current practice, experience and expectations from Improve Your Library and that this research is timely in seeking to make visible the impact of the self-evaluation process within the present school context.

Lucy Gildersleeves



ENSIL – European Network for School Libraries and Information Literacy

March 2003, 11 participants from 8 European countries gathered in Amsterdam to discuss school libraries and information literacy from a European perspective. The meeting in Amsterdam was sponsored by the MIM – Faculty of Media and Information Management from the Higher Vocational Institute in Amsterdam (Hogeschool van Amsterdam) www.hva.nl, The Dutch association for school librarians LWSVO www.lwsvo.nl and library software house Aura www.aura.nl

The two-day seminar resulted in the founding of ENSIL: European Network for School Libraries and Information Literacy and the publication of the Amsterdam Statement* (see attachment). Since 2003 the network has grown and has now almost 30 members from 14 countries in Europe. At the last meeting held in Oslo, at the WLIC August 2005, it was decided to develop a weblog. The ENSIL-blog can be found at <http://vbad.typepad.com/ensil/>. Also two European domain-names were submitted: www.ensil.eu and www.ensil-online.eu

The network is informal, has no funding, no office or board. The network tries to act as a platform, where school library issues can be discussed and information can be disseminated.

If you want to contribute to the network, please send your name, professional occupation and address to Lourense Das ensile@meles.nl of join in the discussion on the ENSIL-blog.

I look forward hearing from you!

Kind regards,
Lourense Das
Coordinator ENSIL
Ensil@meles.nl

* Please note that the links mentioned in the statement are no longer valid! Check our weblog for the current links and information.

PRESS RELEASE

European Network for School Libraries and Information Literacy (ENSIL)
Literacy, school libraries and information literacy are increasingly the focus of public attention throughout the world. An important event has been the publication by Unesco and the International Federation of Library Associations and Institutions (IFLA) of the School Library Manifesto, which emphasises equal opportunities for all learners.

Representatives of associations for teachers and librarians, as well as some ministries of education, from eight European countries came together in Amsterdam on the 21-23 March 2003 to discuss these issues.

The host for the meeting, Mrs. Lourense Das, Policy Officer for the Dutch Association of School Librarians, said, "It signifies the enormous importance of these issues that so many professional librarians and educators travelled to the Netherlands for this meeting."

At the meeting, delegates from Austria, Italy, the Netherlands, Norway, Portugal, Russia, Sweden and the United Kingdom set up an informal group, the European Network for School Libraries and Information Literacy (ENSIL). The following statement was adopted in Amsterdam, with additional work to continue electronically, and a further meeting is planned for the autumn.

Amsterdam Statement on School Libraries and Information Literacy
International research shows that the quality of students' learning outcomes is greatly enhanced by effective school libraries (1)

All learners in each country of Europe are entitled to quality school library/media centres and services.

In order to achieve this, each country in Europe, and the European Union, should adopt and implement the principles of the IFLA / UNESCO School Library Manifesto (2)

ENSIL invites other library and educational organisations throughout Europe to join and contribute to further discussion and action.

(1)

<http://www.resource.gov.uk/documents/impacts1.pdf>

<http://www.resource.gov.uk/documents/rm004.pdf>

<http://www.resource.gov.uk/documents/rm005.doc>

(2)

http://www.unesco.org/webworld/libraries/manifestos/school_manifesto.html

For further information, contact

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**The ENSIL-blog can
be found at**

<http://vbad.typepad.com/ensil/>



**Lourense Dass ,
The Netherlands**

Running her private school library service working for primary schools up to universities, called Meles Meles School Library Service. Director Europe for IASL, Policy officer for the Dutch National Association of Librarians and Information Specialists NVB, Co-ordinator of ENSIL

Be sure I will do as much as possible for the school library world in general and the section in particular.

Contact me at: ifla@meles.nl



**Niels Damgaard, Norway
Newsletter editor**

Senior Education Manager in Biblioteksentralen AL – Former Danish teacher and school-librarian working 15 years in Denmark, Greenland and Norway.



Working the last 10 years with education of Norwegian school librarians in compulsory school and upper secondary School via net based education.

Looking forward working with the sections newsletter

Contact me at: nid@bibsent.no

**Madeleine Duparc of Geneva, Switzerland.
Member of SC**

I'm working like a school librarian-documentalist in a secondary school (students between 16 and 19 years old).

Chair for the School Librarian Association in Geneva. Teacher at the "Haute Ecole spécialisée Département information et documentation" in Geneva. Teaching for Non-books materials treatment and schools libraries.

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**Busi Dlamini, South Africa
Member of SC**

Multimedia Unit Head of the Gauteng Department of Education Responsible for school library policy development and implementation Chair of the

School Library & Youth Services Interest Group of the Library & Information Association of South Africa Convener of the Awards Committee of the Library & Information Association of South Africa

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**Margaret Baffour-Awuah -
Botswana , Member of SC**

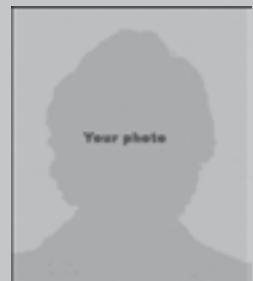
For 15 years HOD of Educational Libraries' Division of Botswana NATIONAL Library Service

Current Head of Projects, Research & Publications, IASL Regional Director, Sub Sahara Africa Just recently (Oct 05) awarded FCILIP



Contact me at: mbaffour-awuah@gov.bw

We will present more members of the section in the next newsletter



Strong Support to the School Libraries in Sweden!

The Swedish Minister for Schools has presented a very hopeful programme intending to support the school library as a tool for successful results in education and knowledge.



Ibrahim Baylam

The most important news are that the Swedish National Agency for School Improvement in cooperation with the Teacher Education will be economically supported to stimulate and support the development of school libraries as powerful tools in education - and that inspection of school libraries in relation to successful use and results are going to be a major priority.

Also the importance of qualified staff in school libraries has been pointed out as a way to spend the extra economical support given to schools. The minister has also been very specific about the importance of reading and information literacy in an information rich society.

http://www.skolutveckling.se/in_english/
<http://www.sweden.gov.se/sb/d/4577>
<http://www.regeringen.se/sb/d/5132/a/51753>

Helle Barret, Sweden