



Newsletter for IFLA section no. 11 School Libraries and Resource Centers

Issue 46, July 2008

<http://www.ifla.org/VII/ssl/index.htm#Newsletter>



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IFLA SECTION NEWS AND REPORTS



Section Chair Message

Karen Usher

Librarian, South Hunsley School

Chair, School Libraries and Resource Centers, IFLA

As I read through this second newsletter produced by Editor Lesley Farmer I was struck by two things. What a diverse, persistent bunch of people School Librarians are. In the face of expanding, uncontrolled development of the new technologies we take it all on board and use it to expand our services to students and to ourselves - see Niels Damgaard's article "How School Librarians Could Work Better Worldwide." Secondly, we refuse to allow the baby to be thrown out with the bathwater -- as Mark Goniwiecha tries to overcome language difficulties and the lack of an actual physical library to impart his professional expertise in the "Kapingamarangi School Community Library" in Micronesia, with a collection of donated books in boxes around him. UNESCO urges us to be "digital librarians who are open to using technology," and it seems to me that everywhere you librarians are doing just that. Next year the IASL is planning to hold its Annual Conference in Padua after the WLIC in Milan. The theme will be "School Libraries in the picture: preparing pupils for the future." As a precursor, we hope the School Libraries and Resource Centers Section will help organize a day on "Reading in the Digital Age; educating the passionate and critical reader through the school Library." As a passionate reader I use the new technologies and hope to help my pupils make the most of them all while enjoying the wonderful world of story. Long may we all continue!

2009 IFLA World Library and Information Congress Section 11 Events

August 9, 11:30-14:20: School Libraries and Resource Centers Section Meeting



August 12, 16:00-18:00: *All aboard at the school library: giving children the tools they need to navigate the future!*

- "Revisiting the added value of the school library"
Gry Enger (Vahl Primary School, Oslo, Norway)
- "J-E bilingual school library in Japan: a challenge"
Hirono Aoyama-Yazawa (Senri Intl. School Foundation, Osaka)
- "Dialogue reading as the major means of overcoming ethnic intolerance"
Elmir Yakubov (Municipal Library, Khasavyurt, Russian Federation)
- "Focusing on Understanding the Inquiry Process"
Dianne Oberg (Dept. of Elementary Education, Univ. of Alberta)

August 15, 11:00-13:50: School Libraries and Resource Centers Section Meeting

August 5-7: Navigating with Youth Satellite Meeting. McGill University, Montreal

August 8-9: UNESCO Project TTT (Training The Trainers) on Information Literacy. Université Laval

August 12, 13:45-15:45: International Relations in National Organizations SIG Meeting

IFLA 73rd General Conference & Council, Durban, South Africa, 2007
Standing Committee School Libraries & Resource Centers Meeting, August 18, 2007,
14:30-17:20

Karen Usher, Presiding

Attending:

Madeleine Dupare, College Clopire de Ch. Fossand 1631 Geneva, Madeleine.dupane@edu.ge.ch

Marline Ernoult Lycie de la Photographie, Paris, Martine.ernoult@laposte.net

Barbara Immroth, University of Texas at Austin, USA, immroth@ischool.utexas.edu

Randi Lundvall Lokeberg Shole Barumsveien 340, 1344 Maslum, Norway, rlundvall@hotmail.com

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Diljit Singh, Univ of Malaya, Kuala Lumpur 50603, Malaysia, diljit@um.edu.my

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Karen Usher, karen@musher.demon.co.uk

Linda Veltze, Appalachian State University, Boone, NC 28607 USA, veltzela@appstate.edu

Regrets: L. Farmer, J. Henri, B. Vermeeren

Introductions of those present.

K. Usher called for Reports from Chair, J. Henri, Secretary, Information Officer, Newsletter Editor. No reports were available from the Chair or Information Officer. Karen Usher read the minutes from Zagreb from the website. The minutes were approved as read.

Report received from Lesley Farmer, Newsletter Editor: Newsletter is available on website. 1) Need two volunteers to send reports for "Libraries for Life" to Lesley by October 1 with photo and 200-word biography. 2) Report on 2007 Durban Conference including satellite: send names of people to Lesley.

Karen Usher listed programs of interest at this conference: Monday, International Children's Digital Library; Tuesday 13:45-15:45 Div 3 program; Wednesday, Division 3 Program all day.

There has been a change of the School Library Day to the last Friday in October.

The Coordinating Board will have a Mid Year meeting in London in February or March 2008.

Break - during the break the IFLA Procedure for electing SC Officers was checked with IFLA Staff at the IFLA HQ Office. It was determined that the SC can vote today for new SC Officers at Meeting 1 and confirm the vote at Meeting 2 on Friday. Dalia Naujokaitis nominated Karen Usher for Chair, and Randi Lundvall seconded the nomination. Karen Usher was elected Chair 2007-2009 by acclamation. Dalia Naujokaitis nominated Barbara Immroth for Secretary, and Randi Lundvall seconded the nomination. Barbara Immroth was elected Secretary 2007-2009 by acclamation.

Plans for the IFLA 2008 in Quebec were discussed, including appointing Diane Oberg as Deputy Chair and Deb Kitchner as Chair to make preliminary plans for an IASL/IFLA pre-conference in Toronto August 7-8. The IASL Conference will be held August 2-5, 2008, in California, which might impact attendance. Concerns were brought up by SC members in attendance: €250 IFLA fee charged for naming rights had not been placed in the SC budget there was no report/record of plans for a place to hold the conference, for food or sponsors to underwrite the pre-conference. [After a number of e-messages with inquiries and answers from Diane Oberg and others involved who were not aware of the financial and other constraints, the appointed organizers withdrew and the pre-conference was cancelled due to lack of prior planning and financial backing.] Other aspects of the 2009 Congress were discussed:

- Call for Papers for Quebec
- Strategic Plan
- Diljit Singh - Joint Planning
- Programs that coordinate, such as Services to Multicultural Populations section
- Projects – Guidelines
- Committee has been appointed (we do not have the names) 2 each from IASL & IFLA
- What is Milan theme? ["Libraries creat futures: building on cultural heritage"]
- IASL 2009 in Austria [since the meeting, the venue has been changed to Italy] - no theme yet

Meeting adjourned.

Barbara Immroth, Secretary

Standing Committee School Libraries & Resource Centers Second Meeting, August 24, 2007, 14:00-16:50

Karen Usher, Presiding

The reading policy guidelines from the pre-conference were shared.

The Monday election of Karen Usher, as SC Chair and Barbara Immroth as SC Secretary was confirmed by acclimation.

Karen reviewed the week's sessions. Many initiatives and the meetings were well attended. Division III Day, August 22, had good speakers and inclusion programs. China's inclusion program was "top-down." A speaker from Barcelona mentioned, "We're dying from success." Librarians were doing their best to promote inclusion at all levels. It is not certain whether there will be another division day. Some felt it should be every other year. But it will be discussed and decided upon later.

2008 Quebec City Program was discussed. The SC Library Services to Multicultural Populations agreed to share time and program with the SC School Libraries. Karen reported that in a joint planning meeting a "Market Place" was proposed that would include speakers about literacy initiatives around the world, delegating 15 minutes at each table and 5 minutes to ask a question. If there is a Division Day and Market Place, SC Library Services to Multicultural Populations may still have a session. There would be a call for papers and a committee would decide which papers would be presented. Karen agreed to be on committee, as well as Randi Lundvall and Madeline Dupare. Linda Veltze agreed to suggest speakers for the paper presentations. The call for papers would be in January. Five thousand delegates are expected for 2008 IFLA Quebec City. It is important to book as soon as possible. It is also the 400th anniversary of Quebec.

Karen invited the new chair of the SC Libraries for Children and Young Adults to co-sponsor a program in Milan. SC School Libraries will do a pre-conference Satellite Meeting and will be doing planning now.

For the first time last year the School Section had a mid year meeting in Zagreb (not a huge success), and only 3 people attended.

Karen talked about the SC Library Services to Multicultural Populations plans for the mid year meeting. The committee discussed whether we should do a mid year meeting but it was decided not to do so. Lorie Roy, ALA president, shared a website that deals with initiatives regarding tribal schools. Karen proposed that storytelling by Canadian First Nations be done for Quebec for our SC Session and that we should do this with the SC Library Services to Multicultural Populations. Yuriko Nakamura suggested that we should consider the theme of school library students searching for their identities for our program for Quebec. Lorie Roy suggested that Tribal School Libraries could figure in this also. She mentioned "Gathering of Readers": <http://ischoolutexas.edu/~gathread>.

Karen gave thanks to outgoing editor of the newsletter. The next issue has the theme: Libraries for Life, papers from the conference will be included. Lesley Farmer will take over the newsletter.

An information coordinator is needed to handle email queries and the listserv.

Nancy (?) asked how she could be on the SC. Karen said the National Association had to nominate her, and that the delegates for this time have been chosen. Nancy explained that in her country they do not consider school librarians as real librarians. Karen said it would probably not be a problem for Nancy to be a part of the committee. She will ask to the Secretariat to add her.

Karen talked about these agenda items: 1) Treasurer and Information Officer, 2) Joint IFLA and IASL 3) Strategic Plan and section. The section can receive € 325 but gets more money with more members. Stipulations to receive money: SC has to request money from HQ, the minimum amount of €50. The SC must present invoices through the Treasurer of the Section. Every year the SC has to present statements. The financial year is January 1 through December 31. An observer made the suggestion that the treasurer check if there are funds from previous year to be transferred. He said to ask HQ. Karen asked for nomination for treasurer; no one volunteered so Karen is allowed to hold this position, and she accepted.

Corresponding Members (people who may not be able to attend the SC). Dalia Naujokaitis and Diljit Singh would like to be SC Corresponding Members. Karen will investigate how to proceed. The observer said that a SC must have 20 members. The committee indicated by vote that two corresponding members were accepted.

Strategic Plan for two years. There will be a joint IASL and IFLA committee. Karen's training as officer led her to believe that the Section's goals have to match IFLA's goals. The observer said that the wording "within and between schools" would be better than just "within." Wording was changed. Karen called our attention to TOOLKIT on the web. She showed a laminated example of what the Reading Section did and thought that we might want to do

something similar but in more bulleted form. She asked for volunteers to do a prototype of a toolkit. Dalia volunteered and Yuriko agreed to assist.

IFLA/UNESCO School Library Guidelines (on a website). Karen said she thought that the 2002 version needed to be updated. Volunteer Frances Kirkwood talked about translating services for IFLA and also mentioned a possible Russian corresponding member for the section and gave the name to Karen.

Karen said she would update Goal #3 regarding the Pre conference.

Goal #4: Yuriko talked about her work on this with Lesley Farmer. Linda Veltze volunteered to send research on this issue done at her university to Yuriko. Yuriko said that she would send information on their work to everyone by Christmas. Right now the plan was not to be included in Strategic Plan.

The IFLA guidelines for Funding for Special Projects were mentioned. There is a deadline of October 1. Kirkwood asked whether email votes were binding Karen said she didn't know. He suggested that we allow this. Karen said she preferred to defer until next year.

Meeting adjourned.

Barbara Immroth, Secretary



Thanks to Kathy Lemaire

As Director Europe for IASL, I would like to take the opportunity to thank Kathy wholeheartedly for her dedication and ongoing contributions to school librarianship in general and to IFLA and IASL in particular.

Kathy has been (and still is!) of great importance to school libraries and school librarians in the UK and Europe. For the past eleven years, Kathy has worked as the Chief Executive of the School Library Association (UK). I quote the SLA: "We'd all like to thank Kathy for the way in which she has moved the Association forward and wish her a long, active, reading-filled and very happy retirement." A retrospective article on Kathy's work with the SLA will appear in the next issue of *The School Librarian*.

Besides her work for the SLA, Kathy has worked for the International Association for School Librarianship as treasurer for many years, and she is one of the founding mothers of the European Network for School Libraries and Information Literacy (NSIL).

Kathy, a big THANK YOU from the European IASL community. We wish you all the best for the future.

Lourense Das



Section Newsletter Editor

Dr. Lesley Farmer, Editor

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This issue showcases the exciting librarianship work done by caring, competent individuals and groups. Together we can change the world! Next issue's theme builds on the Congress's theme: "Building Global Understanding." Please email your contributions to me by October 30. I hope to see many of you in Quebec City. Vivez les bibliothécaires scolaires!

INTERNATIONAL PROJECTS



ENSIL Formalized

In March, 2003, European Network for School Libraries and Information Literacy the was founded in Amsterdam by twelve people from eight different European countries. These people represented various national associations for teachers and librarians, and also a number of Ministries of Education. Now, in June, 2008, the network has almost 80 members in 21 European countries. ENSIL is the only specifically European organisation in the field of School Librarianship and has proven to be a vital entity for collaboration, professionalization and dissemination of information and knowledge in this field.

Recently, in order to be able to continue the important work which ENSIL is doing, and to make it more effective, a decision was made to formalise ENSIL into a foundation. This foundation, which is based in the Netherlands, has now been legally formalised and will be known as the ENSIL Foundation (Stichting ENSIL). The new ENSIL Foundation (Stichting ENSIL) has made the following statement about its goals:

Based on international research which shows that the quality of students' learning outcomes is greatly enhanced by effective school libraries, ENSIL promotes the basic principle that all pupils in schools in each country of Europe are entitled to quality school libraries/media centres and services, run by professional and accredited school librarians/ information specialists.

The Foundation will try to achieve this goal by:

- supporting and promoting research about school librarianship, especially in Europe
- disseminating information about school libraries and the work carried out by professional school librarians;
- advocating for school libraries/media centres and the profession of school librarianship;
- communicating among professionals in the field of school librarianship;
- promoting the professional development of school librarians/information specialists.

More information about the ENSIL Foundation can be found on the website <http://www.ensil.eu>.

Lourense Das



How School Librarians Could Work Better Together Worldwide

Niels Damgaard

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For some years I have participated in different ways in various international organizations (e.g., ENSIL, IASL and IFLA), working for better school libraries worldwide. I am increasingly

concerned about how these organizations manage to reach out to those school librarians who are **NOT able or willing to pay** for expensive travelling and expensive conference fees and other meetings and events scattered around in the world. In fact it is my impression that it is the same bunch of people (± 50) in these organizations, able and willing to travel on their own or on their employers' budget, who are meeting each others again and again year after year. But for the rest of us there is NO hope of personal participation in remote conferences. What is offered to the thousands of ordinary school librarians **during and after** these international events? While one can pay for access to papers and perhaps CDs from some of the events, very little is available after the events for free or inexpensively.

I understand that these organizations are eager to earn money to be able to travel and set up these events worldwide. However, two big questions remain: "How can we better disseminate these internationally researched and speakers for a broader part of the "School librarian on the floor"? and "How can we better implement a free international co-operation through new social software like e.g. NINGs?" Only in this way we will be able to get greater interest (and more members, perhaps) in the important work in IFLA and IASL from ordinary school librarians in the field.

An Example: The Norwegian Web 2.0 School 2007-2008

In Norway we successfully offered a course for librarians: the Web 2.0 School. From April, 2007, to March, 2008, ten full course-days were offered. Participants studied Library 2.0, School Library 2.0, blogs, wikis, podcasts, screencast and video, social software, RSS feeds, and information focal-points such as Netvibes and Pageflakes. They were introduced to a part of the new society where librarians together can produce and share information. Participants used all kinds of social software, and at the last gathering there was a show of all the blogs, Wikis and screencast the attendees had produced during the last ten months.

If the school libraries in the future shall have any change to survive, I think it is important for them to be "retooled" (thanks, Joyce Valenza, for this contribution): to be able to give their customers (teachers and students) help in **selecting, using** and **advising** about the new tools for **production** in the Web 2.0 world.

As you may know, Norway is a long country: more than 2500 km from north to south! Therefore our course was constructed as follows: there were three kinds of participants: some were present in Oslo, others listened and participated in real time from their home or work computers, and the last group enjoyed the talks via MP3 files and PowerPoint presentations asynchronously. A wiki set-up collected all information on every topic, and offered instruction **before – during – and after** the monthly meetings. In the morning we normally enjoyed talks from interesting speakers sitting in Scandinavia, Spain, or even America via our virtual meeting room. We used a cheap OPAL-room where we are able to transmit via the Internet both audio and PowerPoint, using chat at the same time.

Attendees could decide just a few days before the monthly events how they wanted to participate: face-to-face, virtually or asynchronously; they also chose whether to follow only one event, several events or all. We learned that half of the attendees enjoyed all ten sessions; the rest attended between one to eight days. In the beginning, many were interested in attending the course in Oslo in person, but after a few events more and more preferred to stay at home to join virtually in realtime. We had attendees from all corners of our remote country on this course, many sitting on small islands and other remote places, enjoying the Web 2.0 tools for the first time.

What Did We Learn in Norway from the Web 2.0 School?

We are now able - very cheaply - to set up a system where we can educate and work together over long distance in real time. We are able to have attendees from all our small islands who can stay at home enjoying their course without having expenses travelling up to 2500 km! Attendees can choose the days they can afford and have time for, and they can communicate with their colleagues who are interested in learning and training about the same topics.

To record we used a simple and cheap microphone (Logitech AK 5370, about \$50) and the free software Audacity (or iSound, about \$30). The web room is an OPAL-room for \$250 per year, which offers 24 seats. All recordings were edited and transferred to MP3-files for better performance after the event in the free program Audacity.

This course will be continued this fall and spring of 2009. Additionally, we are now focusing on a ten-month course for school librarians AND teachers working together to play and interact with Web 2.0 technology in order to prepare them to incorporate these tools for their own teaching as well as supporting their pupils from K-16 schools in Norway.

What about the International Situation?

Why could we use this experience? First of all, to offer international events virtually for “all the rest of us” who are NOT able/willing to come to the event. Preparing a conference is hard work, I know, but think about how you could have some (if not all) of the presentations recorded and stored as MP-3 sound files to download. On SlideShare PowerPoint shows and MP3 files can be “glued together” to give access for free! Cost and ease of use are no longer an argument for not recording events.

We should bring in speakers from the whole world via the net (Webinars like the OPAL-room or even the free program SKYPE is very useful) to bring down the expenses (avoiding travel and accommodation costs) for setting up events, and then invite “the rest of us” **virtually** for a low price – or for free sometimes! ASLA in Australia is setting up a free NING at <http://aslaonline.ning.com> for debate **before** their third virtual conference, which is a good start!

So I am looking forward to join coming events together with thousands of other school librarians around the world as **virtual attendees** to listen and enjoying the speakers in **real time** – **or asynchronously** via podcasts – and to **participate virtually**. And perhaps I would like to pay a little fee to be there, if you would not like to give this to us for free?

Read more about “Why You Should Record Everything You Do or Say” by Leesa Barnes (<http://www.kick-assblog.com/adventuresofabusinesmum/2008/03/why-you-should.html>) and comment on this article at <http://iflasblog.wordpress.com/>.

Niels Damgaard is currently Senior Adviser on School Libraries and Web 2.0 in the Norwegian Resource Centre for Libraries (Biblioteksentralen AL). He has taught and worked as a site school librarian for fifteen years in Denmark, Greenland and Norway. For the past twelve years he has been busy setting up courses together with the University of Agder (UIA) for teachers running school libraries in Norway, and in the last four year more than 400 librarians and teachers running school libraries in secondary schools have been taking his own courses. Niels edited the IFLA section 11 Newsletter from 2005 to 2007, and won the Newsletter of the Year Award in 2006. He finds his inspiration from worldwide networks such as the WebHeads, the EVO (The Electronic village), The WebAcademy, 23-things and other places, where he can study Web 2.0 for free ☺



Developing an Open Community of Practice for Librarians

Paul Mayes

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Librarians in education are very important in bringing about changes in learning technologies. They have many formal and informal communities and information sources, but we believe that well designed ‘communities of practice’ can be very effective, provided that it is recognised that the critical mass of people readily using the ‘habitat’ may take a long time to achieve. A new pilot community of practice called L-COP <http://l-cop.org> (supported by UK JISC Emerge funding) has been produced, and the University of Teesside has guaranteed the sustainability of L-COP for at least five years.

Wikipedia recently said that “the concept of a community of practice (CoP) refers to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations. It refers as well to the stable group that is formed from such regular interactions.” However, we feel a CoP should also be a reliable and sustained place where newcomers can come for information, resource material, advice, mentors/buddies, encouragement, potential partner organisations, etc.

We first saw the benefits of an ‘open’ CoP back in the 1990s in the enthusiastic and supportive atmosphere of TappedIn (<http://tappedin.org>). Our widening participation work with local learning organisations and schools in the Tees Valley increasingly meant the use of new Web2.0 services/software (in addition to Library 2.0 with our main university clients). Although increasing use of virtual learning environments (VLE) allowed improved formal ‘team’ communication possibilities, it was still the open sources (and open source enthusiasts) that provided the most help to us as newcomers to web2.0. These were often international sources. For instance, it was the “Librarians who IM” part of the Library Success wiki (http://www.libsuccess.org/index.php?title=Librarians_who_IM) that meant our first trial Skype Internet phone session was mentored by a Canadian librarian. Similarly, the first school library wiki competition that we sponsored was judged by a librarian from the USA. We have tried to pass on this help to others by mentoring/buddying other newcomers in what we have learned or just trying things out with them. This has ranged from quite lengthy activities such as advice on different brands of IM software to doing a quick proof-reading of an Italian library web site to improve its idiomatic English. Using a similar CoP approach to underpin the effort, our library is leading a more recent JISC Project to support study skills: UKAN-SKILLS (<http://lis.tees.ac.uk/ukan>).

There are a lot of communities or distribution lists out there for librarians (and especially school librarians), but L-COP has some research funding available to sponsor library groups from round the world in actually using L-COP for forums, etc., and providing us with feedback during the next phase. Please contact me if you might be interested.

FEATURED COUNTRY PROJECTS



Reading Promotion Initiatives in Zimbabwe

Antony Chiwaka

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Zimbabwe gained independence in 1980 and thereafter embarked on a massive expansion of the education system as the government established schools in rural areas previously marginalized by the colonial system. The new government adopted the policy of Universal Primary Education, which made primary education free (i.e., from grade 1 to grade 7). Schools that were closed during the war were opened and school enrollment spiraled. About two decades later, the country's literacy rate had risen to one of the highest in sub-Saharan Africa. However, despite this phenomenal progress in education, research conducted in 1998 (SACMEQ Policy Research's Report No. 3), revealed that the level of reading of pupils in Zimbabwe was very low and that much work needed to be done to improve this basic skill. This paper examines different initiatives that have been and are being put in place by various institutions in addressing this problem. It is the hope of this writer that these initiatives would be spread to rural areas where most pupils face this handicap.

Reading Issues

It has long since been recognized that imaginative literature plays an important role in the acquisition of reading skills, not to mention aiding in the development of imagination, appreciation of narrative and providing enjoyment of the story. Human beings learn and develop through story, yet approaches to learning and life seem to be becoming increasingly based on factual information. There are many studies that confirm that habits developed in preschool years contribute to literacy in later life (Jordan, et al., 2000). Developing the reading habit at an early age also engenders a love of reading in many children. Research by Krashen (1993) shows that free voluntary reading, results in better literacy skills, comprehension and writing, while on the reverse side those who do not read voluntarily are poorer at comprehension, reading and other skills.

However, in Zimbabwe, recent surveys and research have indicated that many children and young people have poor reading skills. In fact according to the findings, young people are reading far fewer books than just a few years ago. Several reasons can be attributed to this development of which the obvious one is the current economic situation in the country. Despite the high number of schools established in the country after independence and a relatively high literacy rate, not much has been done in terms of making available reading materials to these people. In most rural areas where most of the schools have been established, there are no libraries to cater for the informational needs of pupils. Privately owned schools and mission institutions are the only ones with functional libraries.

Public libraries, which used to provide the perfect setting for children in the former African townships and in today's high-density urban areas, have been affected by the unavailability of funds to purchase books and other reading materials, with some surviving on donations from donor organizations like Book Aid International. A cursory glance of the public and some school libraries, presents a gloom picture of torn books, dirty floors and broken furniture. Books and other reading materials, which provide a source of entertainment, have become a luxury for most families. However, all is not lost, for several initiatives have been introduced to promote a reading culture amongst the young people in Zimbabwe. Below are some organizations and institutions helping in the promotion of reading:

The **Zimbabwe International Book Fair (ZIBF)** is one of Africa's publishing events showcasing a large and diverse exhibition of books, magazines and journals in Africa and beyond. It embraces a variety of programs, seminars (indabas) and workshops for stakeholders involved in the book trade. One of the workshops that take centre-stage during the book fair each year is the School libraries workshop. Various speakers including practising school librarians present papers on various issues affecting school libraries in Zimbabwe. At the end of the workshop proceedings, the guest speaker conducts a Book Purchase draw and winning participants are given vouchers to purchase books from the exhibiting booksellers. This goes a long way in assisting librarians in purchasing reading and textbooks for their libraries and the workshop has become a popular event with many rural and urban school librarians and pupils attending it.

Another prominent and important event that is done during ZIBF is the children's Reading Tent which targets the young and school children. In the tent, prominent writers and personalities read stories to children written in either English or in vernacular languages. At one of the events, His Excellency, the President of Zimbabwe had the opportunity to grace the occasion and read Shona and Ndebele novels to school children in order to encourage youth to develop an interest in reading, especially literature written in vernacular languages.

The **Rural Libraries and Resources Development Programme (RLRDP)** undertakes to bring libraries closer to people in the most disadvantaged communities in Matebeland and Manicaland provinces of Zimbabwe. Since 1990 the RLRDP has facilitated the development of rural libraries and information resource centres through self-help schemes that have the potential for self-sustenance; and to promote and strengthen socio-economic, cultural and recreational activities, academic, pre-school, adult literacy and other mass-oriented learning programs in rural areas. For example, the RLRDP has used donkey-drawn carts to bring reading materials to remote communities. The Nkayi district in Matebeleland North Province, has a literacy rate of about 80%, indicating that libraries can play an integral part in the development of marginalized society by increasing awareness to utilize information resources.

The **Zimbabwe Book Development Council (ZBDC)** is involved in the reading promotion campaign through their National Reading Week, held in late March. The ZBDC brings together stakeholders in the book trade in Zimbabwe (i.e., book publishers, booksellers, librarians, writers and the Ministry of Education) to promote a reading culture for the benefit of the nation; children and parents are encouraged to read together in an effort to promote reading. The Council also operates a Book Fund Scheme for the purchase of storybooks and other reading materials written by Zimbabwean writers, in an effort to promote reading and support Zimbabwean authors. The ZBDC is also involved in training basic librarianship skills to rural and disadvantaged community and school libraries personnel, so that they are better equipped to serve their communities effectively.

School Libraries

The library situation in the majority of Zimbabwean schools is well below the expected standards. However, some schools with libraries offer various programs that promote reading and encourage library use. Privately owned schools and some schools run with the support of School Development Associations (SDAs) have vibrant and superb library facilities. Some of these libraries have been further improved with the advent of technology, yet most rural schools still have no access to extra-reading materials, let alone libraries.

As a way to encourage and promote pupils to read, at the school where this writer is The School Librarian, classes are timetabled to visit the library during their English lessons. Pupils are required to borrow fiction books for a week, read them and write summaries of what they have read and submit them for marking to their teachers. Pupils also use the library reference sources to research teacher-assigned projects. By so doing, pupils are compelled to read and find meaning in research at the same time improving their comprehension and reading skills. The school also recognizes and rewards those pupils who are regular users of the library by appointing them as Library monitors. The monitors also enjoy the same privileges as school prefects.

At the primary level at the same school, teachers use incentives such as points and certificates to promote and encourage pupils to read. Activities to mark the International School Library Day (ISLD) are also used to promote reading amongst school pupils. During this day, school libraries organize open days for libraries and invite students from other schools within the neighborhood to exchange notes and see how other libraries function; activities are usually punctuated by reading poems and plays.

Zimbabwe has made significant and notable strides in illiteracy campaign and education over the past two decades, thereby achieving one of the highest literacy rates in sub-Saharan Africa. However, despite this progress, reading skills of school children still need to be improved. As indicated earlier, poverty is one of the contributing factors since most families cannot buy extra reading materials for their children. Therefore, there is need for a comprehensive National policy to synthesize all the efforts being made by different institutions to promote reading amongst children.

Language can be another barrier to information, especially for rural children, as most information sources are written in English. Nor can Zimbabwe writers adequately supply the market with reading materials written in local languages. Librarians and other stakeholders should work closely with the book industry to encourage the writing and publishing of reading materials that is relevant and applicable to the needs of communities in vernacular languages.

The school library plays a crucial role in the teaching and learning process in today's education system. Every school, therefore, needs a well-organized and equipped library to ensure easy access to information by school pupils. Zimbabwe does not have legislation that makes it mandatory for every school to have a library or media center. It is high time that such legislation is put in place if Zimbabwe is to achieve the goal of improving reading skills amongst school pupils.

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South Africa Kalahari Library Project

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It does not seem like six weeks since we started the Library Project; in many ways we have accomplished more than I expected. So far we have renovated one high school and one middle school. We also outfitted a small

computer room off of the high school library, which is already being used by teachers and students. The bulk of the book collection will come from a partnership that we established with the Department of Sports, Culture and Recreation, the group responsible for public library service and school libraries. They assure me that their selection is based on consultation with educators, and that a good percentage of the books selected will be curriculum-related. There is a relatively new curriculum in South Africa, and everyone is trying to currentt resource support.

My role here has varied. I did most of the planning for the layout of the libraries and the computer lab. Of the 10,000 old books in the schools that I examined, about 500 were worth keeping ... and I even question some of those. The books, mostly donations from other countries, were very unsuitable and certainly not worth the cost of shipping to Africa, the time necessary to sort through them, etc. For anyone who wants to help out, think twice about sending used books; consider not only the currency of the books, but more importantly the cultural relevance.

The communities where the schools are located are rural, but there is a fairly large population in the area; up to 40,000 people were displaced, sent here during Apartheid. Although poverty is prevalent, most children appear to be healthy (although many suffer from malnutrition due to poor diet). Some students walk up to 15 K. each way to school, and I have personally talked to high school students who have to leave home at 5 am in order to get to school on time. So there is no lack of commitment by the students, and they are certainly looking forward to using the new libraries. The high school library will be a "Community Library," and will also be open Saturdays and some evenings for study. We want this to be a meeting place and a learning place for the school and the community.



My other work has been in the Robert Moffat Library, which is on the grounds of the Moffat Mission (<http://kalaharilibraryproject.com>). I helped the Mission Director write several grant proposals that are necessary to support the work needed in the library. It requires, among other things, a keen Librarian and an archivist, collection reorganizing, updates, and lots of new materials. We estimate that this will be a two-year Project requiring around \$100,000, not a huge amount considering what has to be done, but finding the money will be a challenge.

Although I am the only volunteer at present, many people are involved in the projects including locals and others who come down, with students, to help out: wonderful teachers from Frankfurt International School in Germany, Australian International Schools and great volunteers from Australia and the U.S. Thanks to these people and grants from two foundations, The Rosemarie Foundation and The Peter Ustinov Foundation, Moshaweng Valley students and

teachers will have access to modern school facilities and resources. With that will come the opportunity for the students to become fully literate citizens who can contribute to and lead the development of their country. I feel privileged to have played a small part.



Say, “Yes!” A Librarian Visits Cape Town

Gayl Dasher Smith

Teacher/Librarian

Waubonsie Valley High School, Aurora, IL

“Would you like to go to South Africa?” an administrator, Joy Ross, asked me. My immediate reaction was, “How often in my life will I be asked that question?” So I did, of course, say, “Yes.” And my life is richer for having made that commitment.

Please allow me to backtrack. A choir at my school performed at the South African Consulate in Chicago where staff and students were told of a force-of-nature named John Gilmore. John, with little capital, has opened three schools for blacks in South Africa. My school decided to partner with him and go to Africa to complete the experience.

I knew little about South Africa, but I told Joy that I thought the Book Club that I sponsor might be able to raise funds for books for John’s schools. That’s when I heard her question. I had to quickly raise the money to buy books and decide how to get them there. I enlisted the help of John Gilmore, my Book Club, and Jane Sharika, president of the Illinois School Library Media Association (ISLMA) and recent visitor to South Africa. My Book Club held bake sales, and Jane also encouraged me to use the ISLMA listserv to solicit funds. In less than two months I raised over \$1000.

A big stumbling block was how to get books to the LEAP Science and Maths Schools. Books can be purchased relatively cheaply in the U. S., but postage from here to there is outrageous. Books there are very expensive. My Follett rep, David Brooks paid the postage personally when he heard of my mission.

So what did I find once I got to Africa? We toured a shanty town in Langa, outside of Cape Town, where most LEAP students live. Our guide told me few of its residents read books and reading is not encouraged in most homes, so the public library does not thrive. One of the LEAP schools does have a library (pictured above). The other LEAP schools are just now gathering books for their own soon-to-opened school libraries.

We were warmly welcomed into four elementary schools that feed into LEAP. None has a library. I saw few non-textbooks in any classrooms. I did see highly motivated students, however. Most South African students are very aware of the value of education and are eager to spend as much time learning as possible. The South African people are extremely positive and hopeful.



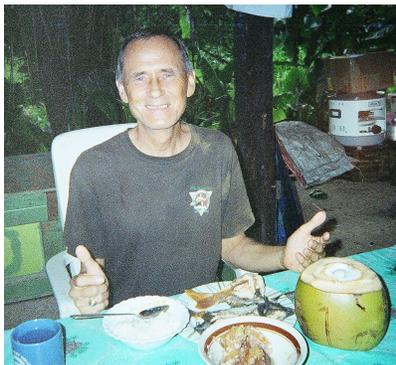
Our students also raised money to send the school twelve laptop computers. The shipping container for the equipment (and the funds to get it there) were donated by Dr. Ross’ husband,

Arthur, and JPMorgan Chase under the leadership of (and donations from) Debra Newman-Roe of the Naperville/Aurora Chamber of Commerce. This container is now an Internet café that LEAP students can use after school. Our students also partnered with GOLD, “a peer-education group of young African leaders confronting the root issues of the AIDS and HIV pandemic, uplifting their communities and imparting vision and purpose to present and future generations” (<http://www.goldpe.org.za/>).

Speaking of technology, even in townships I was often surprised at the number of students I saw on cell phones. In one of the poorer elementary schools we visited, I saw computers and Smart Boards. However, there were no data projectors, and Internet service is very slow, so computers are often used mainly as word processors and Smart Boards merely as dry erase boards.

We had time to visit other high schools for more affluent students. There we saw school libraries, some of which approached the standards of American high school libraries (pictured). I also met one of the contacts Jane introduced me to: Theresa Bergsma, a librarian who works for the South African Department of Education, where she directs government funds toward school libraries. South Africa is devoting large sums specifically toward building up public school libraries and on education in general.

My work with the LEAP schools goes on. My Book Club will be raising money to get more books for LEAP. A contact there tells me my books are on the shelves now and students are eagerly checking them out. See what happens when you say, “Yes!”?



Kapingamarangi School Community Library

Mark C. Goniwiecha

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Kapingamarangi Atoll (population 600) is an outer island municipality of Pohnpei state in the Federated States of Micronesia, the FSM (part of the former U.S. Trust Territory of the Pacific Islands) and located about 1000 miles southeast of Guam: one of the most remote and least developed islands in Micronesia. The people of Kapingamarangi live a traditional subsistence lifestyle of fishing with homemade outrigger canoes. There is no airstrip, no airplanes, no cars, no electricity, no TV, no telephones, no internet and no email—just the Pohnpei state ferry, which docks four times a year.

In March 2006, I applied for a sabbatical leave, proposing to spend the spring semester of 2007 on Kapingamarangi Atoll, to teach or develop a school community library. Advance appeals brought forth several donors and donations, some of whom I knew as former classmates or colleagues, and others from philanthropies. All in all, more than 55 donors sent more than 155 boxes of books, periodicals, and supplies. It was certainly a nice start to a modest school community library.

Kapingamarangi Atoll is a really beautiful island, and very isolated. It's like going back in time about two hundred years. It was a very interesting experience, and a very difficult one for me. I was the only foreigner on the island. This was the most difficult part of my adjustment, both socially and psychologically. I certainly cannot fault the Kapingamarangi people for speaking their language among themselves. However, as a result, I frequently felt excluded, not "in the loop," and thus, unaware of whatever was going on. There were some cultural and linguistic misunderstandings—occasions when I simply did not understand whatever was happening, also when I believed that I was not understood or misunderstood. I also felt that my opinion and advice were not very welcome, even regarding library matters.

The principal and his wife housed me in a wood-frame-and-tin-roof room on top of their concrete house, one of the nicest houses on Kapingamarangi, where most people live in thatched roof houses with only woven pandanus partitions as walls. The chief magistrate drew up meal schedules monthly, in which the various families rotated to feed me lunch and dinner on weekdays. The diet consisted of fresh fish, taro, breadfruit, bananas, coconuts, and some rice. The food and water agreed with me, but I'm glad I sent dozens of cans of vegetables to supplement food grown locally. My host families also seemed to enjoy the variety. I really missed my salads!



The library room on top of the school was being built most of the time I was there (January-to-June), and it still lacked book shelving and window louvers when I departed in June, so the books were still in the boxes. Because the library room was being completed during most of the time that I was on Kapingamarangi, I never had a place to do any library work. I had to content myself with doing a couple afternoons of "library training" for the teachers and principal, in the hope that they would be able to organize the library after I left to

make it accessible for student and community use. Other times I team-taught English in the grade school, which was a natural need that I was able to fill; today's kids do not speak English, though they learn to read English, because the textbooks are in American English. I also taught about a dozen songs from memory. It amused me that for weeks, the children would burst into song whenever they would see me walking around, almost as if they were teaching me the songs. I believe their favorites were "When the saints go marching in" and "Old Macdonald had a farm." Their own music textbooks included mainly American folk songs and a few Australian selections.

Since I have left, the library project seems to be ongoing. Some contributions did not arrive during the time that I was on Kapingamarangi. Whether library work or teaching, I consider this project successful as an academic or intellectual endeavor, or as community development work. I have made several presentations and written several articles about my experience.

- "Goniwiecha returns from remote island," *PA Class of 1969 weblog* <http://pa1969.wordpress.com>
- "UOG professor helps develop library in Pohnpei," *Guam Pacific Daily News*, August 27, 2007, page 3. <http://www.guampdn.com>
- "Report on Mark's Trip to Kapingamarangi," *University of Guam* <http://mangilao.uog.edu/rfk/DigMicro/KapingaMarangi/Mark/index.htm>

WORLD NEWS

School Libraries in the Digital Age Conference/Workshop, Trinidad and Tobago

The National Library and Information System Authority of Trinidad & Tobago (NALIS) hosted a two-day conference/workshop "School Libraries in the Digital Age" for school librarians and library assistants on March 18-19, 2008. Dr. Ross Todd and Dr. Carol Gordon of the School of Communication, Information and Library Studies and the centre for International Scholarship in School Libraries (CISSL) of Rutgers, the State University, New Jersey, USA conducted the workshops for over 200 librarians. Todd and Gordon spoke about school libraries, information literacy and student achievement; inquiry learning; the impact of Web 2.0; incorporating technology into learning; reader engagement and comprehension; and effective strategies for building instructional collaboration and developing influence. Activities on both days sought to share international experience and research into school libraries with the entire school library fraternity in Trinidad & Tobago. Participants felt stimulated, challenged and motivated.

UNESCO supports Caribbean E-Librarian Workshop

Librarians and information professionals from nine Caribbean countries attended the Caribbean E-Librarianship Workshop in Belize City on February 20-22, 2008. Organized by UNESCO and the Belize National Library and Information Systems, the workshop reviewed contemporary ICT concepts, platforms and their applications in the library system. Workshop facilitators discussed hybrid libraries (libraries that use Web 2.0, RSS, streaming media, wikies and blogs); digital resources in libraries; the impact of ICT on the organization of libraries and staffing requirements; Internet-based reference service delivery; the use of free and Open Source software to build electronic communities; e-librarian professional profile and skills. The Workshop concluded that hybrid and digital libraries will require digital librarians who are open to using the technology in order to provide access to services and content specific to the Caribbean, and that greater priority should be given to libraries by the region's governments. Libraries must be repositioned as the storehouses of national treasures that each country possesses, which can be digitized and shared online. Participants were challenged to begin the process of information-sharing by creating wikis and blogs to facilitate collaboration and communication: <http://digitallibrarians.wikispaces.com/>, <http://cariblib.blogspot.com/>, <http://www.nlsbze.bz/workshop.html>, <http://www.nlsbze.bz/>.

National Library of New Zealand Supports Literacy

In the 2007/2008 academic the National Library of New Zealand, which connects libraries and education to support learning, advanced several initiatives to support literacy. The blog *Create Readers* (<http://createreaders.natlib.govt.nz>) was launched to help engage young readings by promoting New Zealand children's and young adult literature and literature research.

Information Literacy Collaborative Project Otago/Southland focuses on year 7-13 school students. The project supported professional development in information literacy for teachers and libraries, and developed an aligned, cohesive approach to teaching information literacy skills by working collaboratively within schools. Inquiry-based learning and student-centered pedagogy marked this project.

The National Library's Strengthening School Libraries Program (SSLP) provided opportunities for schools to develop their libraries and help students with skills and resources to support their learning. With program funding and librarian expertise, schools purchased a range of quality resources, and improve collection management as well as facility layout in order to create engaging student learning spaces.

Reading @the Beach hooked teachers into reading great books by given them a seasons' worth of reading pleasure. School Services staff selected quality children's literacy and graphic novels for participating teachers to take home and enjoy over the holidays. As a result, participants gained more knowledge of New Zealand and international literature. Study Visit of Italian LIS students to the Netherlands, especially to Amsterdam

International Society for Technology in Education (ISTE) Initiatives

The next generation of standards for teachers' use of technology (NETS•T) were unveiled at a National Educational Computing Conference (NECC) session June 30 in San Antonio. Standards are available to see at

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

ICOT, the ISTE Classroom Observation Tool, is a free educational resource sponsored in part with support from Hewlett-Packard. An online assessment tool aligned with NETS, ICOT (<http://icot.craftyspace.com/>) measures the level of school/district technology integration.

ISTE launched a public policy brief: *Technology and student achievement: The indelible link*, (<http://www.iste.org/AM/Template.cfm?Section=Home&CONTENTID=21077&TEMPLATE=/CM/ContentDisplay.cfm>) which explores current research, effects of access and equity, and the implications for global competitiveness.

WANT TO MAKE A DIFFERENCE?

School libraries around the world are in need of help. Here are a few websites that link to significant initiatives that would welcome the support of their international peers.

READ Global (<http://www.ReadGlobal.org>) Rural Education and Development

San Juan del Sur Biblioteca Movil (<http://sjdsbiblioteca.org>) Nicaragua's first lending library

Ethiopia Reads (<http://ethiopiareads.org>) Ethiopia's first free children's library and other library programs

IFLA Disaster Relief Fund (<http://www.ifla.org/earthquake-china/>) open to deposit donations that will be used for the recuperation of the Chinese library community in due time. Your donations will be earmarked to help affected libraries and their staff.

Netherlands Happenings

Italian LIS Students Visit Netherlands

Matji Tsebe, Donatella Lombello, Luisa Marquardt, Helen Boelens

Early June 11 twenty library and information science (LIS) students and professors from the Department of Education, University of Padua (Italy) arrived in Amsterdam. Some of these students were pursuing a Master's Degree in School Librarianship and/or Educational and



Museum Services Librarianship, and there are taking a post-academic degree course in Children's Literature, Picture books and Publishing. The purpose of their visit was to learn more about libraries (especially school libraries) in the Netherlands. Their programme in the Netherlands was arranged by four ENSIL members: Donatella Lombello and Luisa Marquardt from Italy and Marji Tsebe and Helen Boelens from the Netherlands. Also members of the LWSVO (Dutch Association of School Librarians) took part in this visit and helped to make it a success.

Our hope is that this visit will inspire more of you to look beyond the borders of your own country, to find out how school librarians in different countries cope with the day-to-day running of their school libraries. During this visit it became evident that school librarians throughout Europe encounter similar problems. Some have found solutions and can help their colleagues in other countries. This was a wonderful, though very busy visit – people made friends and discussed different aspects of school librarianship, although, as many of us know from ENSIL meetings, the language of communication was “broken English.”

The programme was as follows:

Day 1. Arrival in Amsterdam. A visit to the school library of the Barlaeus gymnasium. This is one of the oldest secondary schools in the Netherlands and has a reputation for academic excellence. School librarian Roeland Smeets guided the students around the busy library which has recently been renovated and refurbished. He provided a delicious lunch and then explained some of his ideas about the use of ICT in the school library.

Day 2. The students travelled by train to Woerden, to visit the Kalsbeek College, where pupils and staff gave them a guided tour of the school. Across the street they saw the Brede School. In Dutch, the word “breed” or “brede” means “wide” or “broad”. The concept of the Brede School is as follows: two different kinds of primary schools (one Protestant school and one non-denominational school) are housed under one roof. Also, in the same building, there is a children's library, run by staff of the Woerden Public Library. Also, once again in the same building, there is a nursery for babies and young children, an after-school centre for the children of working parents, a playground, and a school health service. To top it all off, there are very nice modern apartments above the school classrooms, which can be purchased or rented by members of the general public. Obviously, the Brede School is the center of the community. A trip by train and metro then brought the group to the beautiful public library in Amstelveen, located on the outskirts of Amsterdam. The library was completed about five years ago and provides wonderful facilities to its patrons and other members of the public.

Day 3. Students first visited to the Hervormd Lyceum West in Amsterdam, a school where about 90% of the pupils come from immigrant backgrounds. This secondary school does everything it can to promote quality in education. Visitors also had the opportunity to meet the school Principal and the deputy Principal, who explained how the school has set up effective policies in various areas, such as the prevention of bullying.



A trip by tram took the students to the new Public Library of Amsterdam, the pride of the Dutch library world. The library is both modern and friendly. After lunch and a comprehensive library tour, the students made their way to the Bazel, the archive of Amsterdam. About a year ago, the city archive of Amsterdam moved to a completely renovated building, which is known as the Bazel. Originally built between 1919 and 1926 for a prestigious bank, the facility has recently been completely renovated in the original style. Not only is it a place where the general public can seriously study the archives of the city, but it also has room for special exhibitions, a small cinema where old films of Amsterdam are shown, a wonderful bookshop and a coffee shop. However, last but not least, the bank vault has been converted into a special exhibition where people can view the real treasures of the archive, some of which date from the 17th century.

The day was completed by a visit to the St. Ignatius Gymnasium Library, a school known for its academic excellence. Two teachers also presented projects which had to do with international co-operation. In particular, it was explained that the St. Ignatius gymnasium is taking part in the in a large European E-twinning project, which connects various schools throughout Europe.

Day 4. A special tour had been arranged at the Special Collection of the library of the University of Amsterdam. The students then walked to the university's Allard Pierson Museum, which had a special exhibit entitled "Lectori Salutem": a celebration of the world of books in Amsterdam. It should be noted that all of the schools that were visited were public and government-funded.



Dutch Association for School Librarians Seminar

The Dutch School Library Association (LWSVO) is focusing intensely on professional development of school and teacher librarians, and has reserved a large budget for regional and national activities.

The first big national activity took place in May, 2008: Dr. Ross Todd visited Rotterdam and addressed 80 participants in a one-day seminar on guided inquiry. More information (in Dutch) on this seminar, the Dutch Association for School Librarians LWSVO and the handouts can be found at <http://www.meles.nl/smd/nl/html/lgemeen/englishsummary/dutchassociationofschoollibrarinslwsvo.pshe>.

A new training program for assistant school librarians will start in September, 2008. This program is aimed at clerks and people with other qualifications entering the school library world. The program is executed by GO-opleidingen <http://www.go-opleidingen.nl/kort/kort-mio-iw.htm> Regional training programs are being organized: in the northern part of the country, such as a two-day session on 'advanced searching techniques'. The trainers are part of VOGIN, a well-respected group of experts in the field of librarianship in the Netherlands. More information can be found at <http://www.vogin.nl/>

All activities are subsidized by the LWSVO, so member participants will receive a substantial discount on the fees. This subsidy has become possible by its members who have (for already ten years) paid a substantial fee to the association. Note that the association does not receive any grants or subsidies from the government or (corporate) institutions. Some of the training programs are also available for participants from Belgium.

Lourense H. Das, Director Europe for IASL

Canadian Happenings



Knowledge Ontario Receives Grant from Ontario Government

As part of the 2008 Ontario budget, Knowledge Ontario will receive an additional \$5 million grant to sustain its projects and services. Together with a 2006 grant of \$8 million, the Government of Ontario through the Ministry of Culture has committed \$13 million over four years to fund the development of Knowledge Ontario (<http://knowledgeontario.ca/>) as a unique collaborative partnership of Ontario's 6500 libraries: public libraries, school libraries, university and community colleges libraries and government libraries. This funding enables Knowledge Ontario to support the renegotiation of electronic databases through Resource Ontario, and to continue to develop services and explore partnerships through Ask Ontario, Our Ontario, Connect Ontario, Teach Ontario and Video Ontario.

Knowledge Ontario will continue to partner with the Government of Ontario and its various ministries to support libraries to address the digital divide and to create a smarter, digitally literate, more inclusive and innovative Ontario.

Literacy and Professional Awards

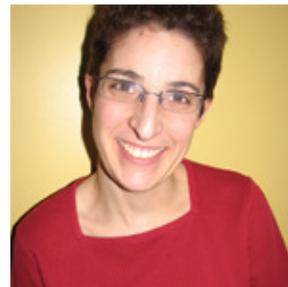
The Canadian Association of Children's Librarians of the Canadian Library Association/ Association canadienne des bibliothèques, is pleased to announce the 2008 Book Award winner and Honor books. *Chester*, written and illustrated by Mélanie Watt, published by Kids Can Press in 2007, is the winner. *Mechanimals*, written and illustrated by Chris Tougas (Orca Book Publishers) and *My New Shirt*, illustrated by Dusan Petricic and written by Cary Fagan (Tundra Books) are the honor books. A list of all the shortlisted titles is available at <http://www.cla.ca>.

A star-struck evening with the Astrid Lindgren Memorial Award was held in Stockholm's open-air museum Skansen. Award winner Sonya Hartnett talked about the darkness in her books and her love of ABBA

(http://www.alma.se/templates/KR_Page.aspx?id=3894&epslanguage=EN).

Manitoba's Martha Brooks has won the 2008 Canadian Library Association's Young Adult Book Award for *Mistik Lake*. Martha is the only author to win this award three times. Her earlier wins took place in 1998 for *Bone Dance* and in 2003 for *True Confessions of a Heartless Girl*. Martha also won the Vicky Metcalf Award, a \$15,000 national literary award that recognized Martha's entire body of work. Canadian author/illustrator/book awards by visiting the Canadian Children's Book Centre site at <http://www.bookcentre.ca/awards/index.shtml>

In late May the Canadian Library Association held its annual conference in Vancouver. The Canadian Association for School Libraries (CASL) participates in this conference each year. At the event, CASL celebrated *Teaching Librarian* Editor Diana Maliszewski as the recipient of the Follett Teacher Librarian of the Year Award, citing her "outstanding contribution to school librarianship within Canada through planning and implementing school library programs, based on a collaborative model which integrates library and classroom programs."



Canadian Conferences

At the April Prairie Partnership pre-conference workshop in Regina, Saskatchewan, Canada, Early Childhood Literacy Consultant Saroj Ghoting presented two half-day sessions on Every Child Ready to Read @ Your Library: Parent/Caregiver Workshops and Storytime Applications. The workshops are based on an Early Literacy Initiative partnership among Public Library Association, The Association for Library Services to Children, the National Institute of Child Health & Human Development, and the American Library Association. Websites to access the resource material from the workshop include the following:

<http://www.earlylit.net> Ms Ghoting's site
<http://www.pl.org/earlyliteracy.htm> ALA PLS site
<http://www.nifl.gov> Put reading First
<http://www.ala.org/everychild> ALA site
<http://www.skearlychildhoodassociation.ca/> Saskatchewan Early Childhood Association
<http://www.sk.literacy.ca/> Saskatchewan Literacy Network
<http://www.famlit.ca/index.html> Centre for Family Literacy
<http://www.famklyliteracyexpertise.org/> Centre for Expertise in Family Literacy
<http://www.earlylearning.ubc.ca/> Human Early Learning Paternership (BC)
<http://www.peeearlyyears.com> Peel Early Years, Ontario
<http://www.ontarioearlyyears.ca> Ontario Early Years Centres

The Winnipeg (Canada) International Storytelling Festival was held May 7-10, 2008, at Millennium Library. This year's theme was "The Rights of the Child." The goals of the Festival are to nurture the art of storytelling in Winnipeg and Manitoba, and to explore how storytelling is used in innovative ways to build community and peace. Many students attended during the week; the general public swarmed the Saturday event, which was free to all. Local and international storytellers graced the stage, and attendees participated in several workshops.

On April 14-15 the Canadian Council of Ministers of Education held a pan-Canadian forum interactive literacy forum in four locales. The theme of this year's conference was "Literacy More than Words." The forum provided an opportunity for literacy organizations, teachers, parents, learners, labor, business, and governments to come together to promote literacy. In her closing remarks about energizing Ontario education, Kathleen Wynne discussed school leadership roles in fostering literacy (<http://www.edu.gov.on.ca/eng/document/energize/energize.pdf>). Other resources may be found at <http://literacy.cmec.ca>.

The Ontario Library Association Super Conference was held in Toronto from January 30 to February 2. While the attendance came mostly from Ontario, representations were present from many other provinces at this very successful event. Many of the sessions' materials are posted on the OLA Super Conference site <http://www.accessola.com/superconference2008/>. A sampling of the topics include: TL as interdisciplinarian; puppetry @ your library; new learning spaces to foster a collaborative information learning community for students; web learning and the school library; character education @ your library; Webquests for literature and information circles; differentiated instruction and the school library nuggets for gay, lesbian, bi-sexual, and transgender users; media literacy: making movies and posters; wiki models for student research; bringing the magic alive for students with developmental disabilities.

RESOURCES

IFLA Resources

Success Stories Database

This newly revised tool (<http://www.tribalpixel.ch/ifla/>) can help librarians around the world implement the Information Society. With the examples found in it, you can find arguments to defend your libraries projects in your region or find collaboration with similar projects. The new version is very easy to use; you can directly online put your story onto the database in English, French, Spanish and German. A team will translate your project description in the others languages of the database in the second part of 2008. Note that before your success stories will be published, it is checked by moderators to validate content.

Theo Bothma (Ed.). (2008). *Access to libraries and information: Towards a fairer world.* IFLA/FAIFE World Report Series. Vol. 8. Paris: IFLA.

http://www.ifla.org/faife/report/world_report_2007.htm €30 (€25 for IFLA members)

This volume provides a world perspective on several issues regarding freedom of expression and freedom of access to information. It is the only source that provides an overview of how libraries in 116 countries are tackling barriers to freedom of access to information and freedom of expression. In addition to the global survey, the report contains specialized topical articles.

Jesus Lau (Ed.). (2008). *Information literacy? International perspectives.* Munich: K. G. Saur. ISBN 978-3-598-22037-1 €78 (€58 for IFLA Members)

This book provides a comprehensive update on the status of information literacy activities around the world, particularly from countries where no related literature has been published in English. In these collected papers, ranging from the practical to the theoretical, knowledgeable librarians report on their efforts to establish and develop information literacy program. A tool for evaluating all forms of information literacy, this publication is a must-read for anyone who shares an interest in this field.

Bernard Dione and Réjean Savard (Eds.) (2008). *Managing technologies and automated library systems in developing countries: Open source vs. commercial options.* Munich: K. G. Saur. ISBN 978-3-598-22038-8 €78 (€58 for IFLA members).

This book was based on an IFLA meeting about the management of technologies and library automated systems in the context of developing countries, and in the light of recent developments concerning especially open source software and applications. Speakers from various countries debated in English and in French over the importance of changing the rules concerning library management systems, as well as related implications. Results show that open source software might be a solution, although some conditions apply.

New Monographs

Open access to knowledge in South Asia. (2008). New Delhi: UNESCO.
http://portal.unesco.org/ci/en/ev.php-URL_ID=26397&URL_DO=DO_TOPIC&URL_SECTION=201.html

This authoritative sourcebook describes open access development in South Asian. This sub-region is now in the forefront of the open access movement within developing countries, with India being the most prominent partner in terms of its successful open access and digital library initiatives. The book describes their successful digital library and open access initiatives: open courseware, open access journals, metadata harvesting services, national-level open access repositories and institutional repositories.

Ralph Catts and Jesus Lau. (2008). *Towards information literacy indicators*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0015/001587/158723e.pdf>

This conceptual framework paper "includes a definition of information literacy; a model that links information literacy with other adult competences, such as ICT skills; and a description of information literacy standards in education." Issues of ethics and IL in oral cultures are mentioned.

Forest Horton, Jr. (2008). *Understanding information literacy: A primer*. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0015/001570/157020e.pdf>

This easy-to-read, non-technical overview, which explains information literacy, is targeted to policy-makers, business executives, and professionals.

Eunice Brekke, et al. (2008). *Research into practice*. Honolulu: Pacific Resources for Education and Learning.
<http://www.prel.org/products/pr%5F/compendium08/toc.pdf>

This 69-page annual research compendium brings together articles detailing research-based work conducted recently by PREL and their partners. The articles focus on putting research findings to work to improve education. Topics include: literacy learning, teaching and learning mathematics, benefits of service learning, assisting the Micronesian community in Hawaii, gaming and learning in vocabulary instruction, and links between good game design and learning.



Municipal Association of School Libraries. (2008). *International thoughts and tendencies: The world of teaching*. Copenhagen: Author.

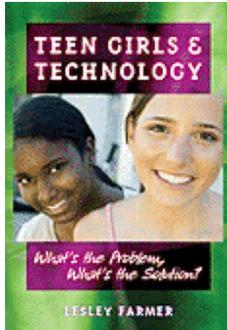
<http://www.iasl-online.org/advocacy/resources/slresources.html>

This booklet focuses on the globalization of the world. With contributions from USA, England and Japan, the book looks at developments and difference in the school library field throughout the world.

International Journal of Education and Development using ICT is available at <http://ijedict.dec.uwi.edu/viewissue.php?id=16>. Articles of interest are: "Malaysian smart schools: A fruitful case study for analysis to synopsize lessons applicable to the Egyptian context" and "Information and communication technologies (ICTs) to develop teachers' global awareness."

Want information about Portugal's School Libraries Network Program? See their brochure at <http://www.rbe.min-edu.pt/np4/65>, which is written in Portuguese and in English.

The Saskatchewan (Canada) School Librarians Association newsletter *Medium* (http://ssla.ca/medium_articles/medium_spring2008.htm) is available for a limited time. The current issue includes several issues of interest globally: digital citizenship, Artrageous library program, and 21st century school librarianship.



Lesley Farmer. (2008). *Teen girls and technology: What's the problem, what's the solution?* Teachers College Press. ISBN 0-978-8077-4875-6

This dynamic book provides a framework that librarians, teachers, parents, and youth workers can use to motivate girls to both use and think about technology. Farmer shows how to inspire teen girls with confidence and, in so doing, increase their interest in technology-based careers. The book highlights school- and community-based interventions that encourage technology use among teenage girls. The text also features developmentally appropriate learning activities based specifically on girls' interests.

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

iEARN (International Education and Resource Network) is a global non-profit network that empowers teachers and students to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people. Started in 1988, iEARN is currently active in over 125 countries, with 1,000,000 students participating as part of their education. iEARN has several events and projects that might interest school librarians.

http://irrt.ala.org/wiki/index.php?title=IRRT_Free_Links_Project

This project identifies and selects free web-based tutorials and professional development information for librarians in other countries to access via the Internet. The intended audience is library staff who do not have the funds to travel to conferences or regular access to professional development resources in their own countries and want to advance their skills in emerging areas. The project focuses on grant opportunities, collection development, digital collections, information literacy, leadership and management, and technology training and issues.

<http://scoli.ecomunitate.ro>

This framework for European schools facilitates web-based collaboration with over 400 partner schools from Romania. To get involved, simply register your school, find a Romanian partner, and register your project through this website. By starting a twinning project with a Romanian school you will be able to: meet pupils and teachers from Romanian schools; learn about Romanian history, geography, culture, traditions, etc.; share knowledge and develop a project with a Romanian partner; and practice ICT skills. For details and support please contact: Carmen Macavei (carmen@mediangrup.ro), Coordinator of the Twinning Component.

<http://www.goethe.de/kue/lit/prj/kju/deindex.htm>

The Children's and Young People's Literature Portal gives useful information about fifty selected authors writing in German for children and teens as well as 20 illustrators of children's books since 1950. It is mainly targeted to those who promote German children's literature abroad. The portal was developed as a cooperative project by the Goethe-Institut, the Leipzig University of Applied Sciences, and ekz.bibliotheksservice GmbH.

<http://webtools4u2use.wikispaces.com/>

This extensive wiki from the University of South Florida lists many web 2.0 tools that can be used in the management, teaching and instructional leadership roles of the teacher-librarian.

<http://exploringelementary2.edublogs.org>

Exploring Elementary 2.0 invites educators, especially those working with elementary students, to explore Web 2.0 sites and see how they might benefit teaching and learning. This interactive web tutorial will run until the end of August. The tutorial, based on Helene Blowers' Learning 2.0 tutorial, is free, and school staff may also participate. To participate, please email Kristin Fontichiaro at slmamblog@gmail.com.

The Commission of European Communities paper "Copyright in the Knowledge Economy" (http://ec.europa.eu/internal_market/copyright/docs/copyright-infso/greenpaper_en.pdf), covers issues such as access, preservation, and educational uses. Those interested/experienced in contributing further developments writing should contact markt-d1@ec.europa.eu. by November 30, 2008.

Grants

Elsevier Innovative Libraries in Developing Countries Grant Proposals

The Elsevier Foundation seeks proposals for grants under their program for Innovative Libraries in Developing Countries, which is focused on improving the capacity of developing world libraries through training, infrastructure, technology, digitization, and preservation of science, technology, and medicine information. Proposals are also sought for New Scholars to assist them advance their careers. Grants for both programs will be awarded competitively, based on an independent review and the guidelines. Grant proposals are requested by no later than September 1, 2008. Interested organizations can get more information at <http://www.elsevierfoundation.org/>.

Bill and Melinda Gates Foundation Access to Learning Award

If your library is outside the USA and provides public access to information using computers and the Internet free of charge to users, you can apply for the annual Access to Learning Award (ATLA). The award specifically recognizes excellence in public libraries and similar institutions in providing access to information. The recipient will receive a prize of US\$1 million. The brochure, application form and details to apply for the 2009 Award are now available from www.gatesfoundation.org/GlobalDevelopment/GlobalLibraries/AccessLearningAward/. The closing date for the 2008 award is October 31, 2008.

Conferences and Other Professional Development Opportunities



International School Library Month (ISLM)

2008 Theme: Literacy and Learning at your School Library

The change to International School Library Month becomes effective October 2008. This change coincides with the tenth anniversary of IASL celebrating school libraries. International School Library Month will allow those in charge of school libraries around the world to choose a day in October that best fits their specific situation in order to celebrate the importance of school libraries". One of the month's activities is The ISLM Bookmark Project, which involves matched schools making homemade bookmarks (any style, shape etc. - be creative) that reflects International School Library Month's theme. The bookmarks must be mailed to the matched school in October 2008. For more information about ISLM or the Bookmark Project, go to <http://www.iasl-online.org/events/islm/>

The British Columbia Teachers' Federation (which represents the 41,000 teachers in the province of BC, Canada) has passed the following recommendations:

1. That the Federation declare the fourth Monday in October as Provincial School Library Day.
2. That the Federation lobby the government of BC to declare the fourth Monday in October as Provincial School Library Day.
3. That the Federation investigate ways and means of promoting the concept of "Drop Everything and Read" around the province.

Australia Computers in Education Conference

September 29–October 2, 2008, Canberra

<http://www.acec2008.info>

International Society for Technology in Education members from around the world will join the Australian Council for Computers in Education at this biennial event.

SLAMIT

October 19-24, 2008, Druskininkai/Alytus, Lithuania

<http://www.slamit.org>

Theme: "Lifelong learning - School Libraries and Regional Education Centres supporting learning in the community"

School librarians from all over Europe will have a wonderful opportunity to exchange experiences and new knowledge. An overview of the latest ten years of school library progress and development in Europe will be features.

Web 2.0 Expo Europe

October 21-23, 2008, Berliner Congress Center

<http://en.oreilly.com/webexberlin2008/public/content/home>

This is the one European event that extends the principles, practices and tools of Web 2.0 to a wide-ranging audience. Sessions give a comprehensive view of the Web 2.0 world, from big-picture keynotes to technical and creative how-to's. Dozens of the top providers of tools, technology, services and infrastructure will be exhibited in one place.

Hong Kong Library Association International Conference

November 4-5, 2008, Hong Kong

<http://www.hkla.org/events/2008/conf/>

Theme: "Looking Back, Moving Forward: Asian Libraries in the World of Information"

To commemorate their 50th anniversary, the HKLA is hosting a number of presentations and other events on the history and development of libraries and librarianship in Hong Kong. The event will bring together speakers and participants from across the region and the world to discuss and debate key issues and challenges that face libraries in Asia today.

17th BOBCATSSS Symposium

January 28-30, 2009, Porto, Portugal

<http://www.bobcatsss2009.org>

Theme: "Challenges for the New Information Professional"

The symposium targets library/information science students and teachers.

Ontario Library Association Super Conference

January 28-31, 2009, Toronto

<http://www.accessola.com/ola/>

This conference is Canada's largest continuing education event in librarianship, and includes the country's largest library tradeshow. This May OLA and the International Readings at Harbourfront (IRAH) co-sponsored the annual Forest of Reading® Festival of Trees™. This series of Ontario-wide children's choice award programs included two action-packed days of readings, award ceremonies, workshops, activities, and other exciting entertainment.

9th International Bielefeld Conference

February 3-5, 2009, Bielefeld, Germany

<http://conference.ub.uni-bielefeld.de/>

Theme: "Upgrading the eLibrary: Enhanced Information Services Driven by Technology and Economics"

This conference provides insights in the future of eLibraries, based on the threefold interdependency of service, technology, and economics. The Bielefeld Conferences always provide a forum for internationally renowned and trendsetting speakers to stimulate strategic discussions among scholars, information specialists, publishers, library managers and patrons from all over Europe and beyond.

International Conference on Library and Information Education and Practice

March 6-8, 2009, University of Tsukuba, Japan

<http://a-liep.kc.tsukuba.ac.jp/>

The conference will survey, accumulate and synthesize the experiences and insights of educators, researchers and practitioners. It will provide opportunities for scholarly exchanges and knowledge-sharing among academics and practitioners through paper presentations and panel discussions. The deadline for submission of the full paper is August 30, 2008.