

International Federation of Library Associations and Institutions

SECTION on READING *Newsletter*

No. 16

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A Message from the Section Chair

Read a book! Our challenge as librarians is to make reading—among other things—a force of integration; to open through the widely spread book a door to democracy, in the sense of active citizenship. This is a main focus of the “new” cultural policy as it has been realized in European countries like Sweden and France. The free access of books offered through public libraries is a key to social and personal development. An elitist society built on the dominant power of small groups is a risk to all citizens. The enormous resistance against the view of books as purely commercial products tells us something about the reading needs of people.

A few days ago I came back to Sweden from Catalonia—Barcelona, Girona, and the less well-known city of Parafrugell. My reason for the visit was a European “reading” project that hopes to increase the role of the library as an outstanding support for “lifelong learning,” a rather new expression which has conquered today’s globalized world—and says something about the need of all citizens to know and analyze what is happened around them. Carmen Fenoll, the young chief librarian of Parafrugell, is keen to use her library resources for reading promotion—sometimes by supporting courses already created by Adult Learning Center teachers. In Catalonia you feel the wind blowing from the time of the Civil War and the freedom fight during the 1930s. Culture and reading were essential weapons against fascist oppression. Today a democratic Catalonia is fighting in similar ways—through reading and education, through opposition against war. The aim is to confirm the rights of all citizens to study and to be active. “No a la guerra”—we could read the sentences on some walls of houses in Girona.

During a project meeting pause in Girona, the Dutch librarian Lourina K. De Voogd gave me an article concerning “e-learning” in Europe: “Lifelong Learning: A Survey Reveals the ICT Skills and Learning Preferences of Europeans.” At home I immediately started reading the article: a new world with “e-learning” in focus—must it at the same time abolish book reading as a challenging instrument for creating a deeper democracy? The answer must be—of course not! The “ICT Skills” could cooperate with the book for a deeper democracy, knowledge—and pleasure! Kay Raseroka and her chosen sentence “lifelong literacy” shows us the IFLA direction for the coming years—a sentence which raises a global challenge for equality in access to reading.

Catharina Stenberg

69th IFLA General Council

Berlin, Germany

Standing Committee on Reading

Meeting Schedule and Agendas

Standing Committee Meeting I

Saturday, 2 August, 08:30 - 11:20 a.m., Room ICC20

Introduction of members
Approval of Agenda
Approval of the Minutes of the two Meetings in Glasgow (see Section on Reading *Newsletter*, no. 15, December 2002)
Review of the Section's Strategic Plan, 2002-2003 (see Section on Reading *Newsletter*, no. 16, July 2003)
Report from the Chair, Catharina Stenberg
Report from the Secretary-Treasurer, Gwynneth Evans, including the budget, membership, the recommendations of the Social Responsibilities Discussion Group, the Green Light Paper, review of Sections by 2007, meetings of Division VII, changes to the conference structure in future
Report from the Information Officer, Adele Fasick, and the Newsletter Editor, John Cole
Report on Projects – Library-based Literacy Guidelines
Discussion of the UN Literacy Decade: Education for All and what it means to the Section
Programme for Berlin
Election of Officers
Adjournment and lunch

Programme Meeting

Wednesday, 6 August, 10:45 a.m. - 12:45 p.m.

“The Impact of the Internet on Reading”

Standing Committee Meeting II

Friday, 8 August, 08:00 - 10:00 a.m., Room FR1064

Introductions
Debriefing on Open Session and Berlin Programme – Catharina Stenberg and comments from others
Discussion of Programme in Buenos Aires
Development of Section Priorities for 2003-2004
Possible Links with Other Sections
Section Projects – translations, new brochure etc
Reports from members
Other Business

NOTE TO STANDING COMMITTEE MEMBERS: Please bring this *Newsletter* to the meeting on 2 August.

THE IMPACT OF THE INTERNET ON READING: THE PROGRAMME MEETING ON 6 AUGUST IN BERLIN. The Section on Reading's programme or open session at the Berlin conference will bring together experts from several countries and regions to examine ways in which the Internet is affecting reading, reading practices, libraries, and book culture. The Call for Papers, issued in December 2002, suggested that proposals “focus on such issues as whether reading has declined or changed in particular groups in the population; how the Internet has been used to encourage reading; [and] how traditional publishing has been affected by the availability of electronic materials.” The programme will be held on Wednesday 6 August from 10:45 a.m. - 12:45 p.m. The topics and speakers will be:

“Reading Outside the Library: How Has the Internet Affected Reading in China”
Huang Qunqing, The Science and Technology Library of Guangdong Province, Guangzhou, China

“The Impact of the Internet on the Reading Practices of the University Community: the Case of UNAM”
Elsa Ramirez, Library Science Research Center, National University of Mexico, Mexico City, Mexico

“How the Internet Can Influence the Iranian Readers”
Zahra Seifkashani, Allameh Tabatabaai University, Tehran, Iran

PLEASE NOTE: The papers can be viewed on the Web at <www.ifla.org/IV/ifla69/prog.03.htm>. Scroll down to the Reading Section program which is number 140 where the papers are available through Adobe Acrobat. To read the papers, you must have, on your computer, the Adobe Acrobat Reader which is available free as a download from Adobe.

THE IMPACT OF THE INTERNET ON READING: THREE ADDITIONAL PAPERS. The three articles that follow supplement this year’s programme session by presenting perspectives on the topic from Canada, the United States, and France. Special thanks go to authors Gwynneth Evans, Pamela Barron, and Françoise Gaudet - who provided her contribution in both French and English.

THE WEB AWARENESS PROGRAM: A PARTNERSHIP BETWEEN THE MEDIA AWARENESS NETWORK(MNet) AND THE CANADIAN LIBRARY COMMUNITY.

Gwynneth Evans, Chair, Media Awareness Library Advisory Committee, Canada and IFLA Section of Reading Secretary-Treasurer.

Introduction.

Canada is an officially bilingual nation of 31 million people within a large landmass, bound by the Pacific, Atlantic and Arctic Oceans. Its citizens, apart from the Aboriginal Peoples, have come from every part of the world; they live in 10 provinces, many sharing a border with the United States, and three northern territories. The constitution, with the Charter of Rights and Freedoms, lays out the privileges and responsibilities of Canadians and their federal and provincial governments.

Canada has used technology to decrease the distance and isolation of its peoples. In the mid-90s, its national program “Connecting Canadians” harnessed the most advanced technologies, including the wiring of schools and libraries. Overnight libraries became points of public presence for the Internet; the staff became trainers, troubleshooters, and providers of electronic services and information for every age group in the community.

Before long, there were discussions on access to the content of the Internet. The regulatory bodies examined the impact of the Internet on issues for which Canada already had laws in place. It was decided that the Internet could not be regulated, that Canadian laws would be applied to the digital environment and that media education would be extended to include Information and Internet literacy, so that young people could develop skills to ensure safe, wise and responsible use of the Internet.

The Partnership

The Media Awareness Network (MNet), founded in 1995, under the auspices of the National Film Board of Canada, took a leadership role. MNet was incorporated as a non-profit organization in 1996 and became a registered charity in 1999.

Media Awareness Network’s mission (MNet) is to support media education and its widest possible integration into homes, schools and communities. Through the programs on its bilingual Web site and through its field-based activities across Canada, MNet’s aim is to:

- encourage critical thinking about media information, media entertainment and new communications technologies
- explore the use of new technologies for professional development and lifelong learning for media and Internet literacy
- inform public debate about the media’s influences (including the Internet) in the lives of children and young

people.

The Canadian Library Association (CLA) joined as one of MNet's partners in 1998. CLA is the national English language association that represents the more than 57,000 workers and advocates of Canada's estimated 21,000 libraries. Its members serve 21 million Canadians who have a library card.

The Program

The Web Awareness Program has evolved since 1998. Members of CLA form, with senior MNet staff, the national Web Awareness Library Advisory Committee and contribute to ongoing research, professional development and public programming. Librarians advise, share experience and deliver professional development to the staff on the frontline, and public programs to Canadians.

In April 2001 MNet released the findings of its research survey: *Young Canadians in a Wired World: The Student's View*. The in-school written questionnaire was completed by more than 5,600 Canadian children from 9 to 17.

Among the many questions, youth were asked about the first three ways they look for information when doing schoolwork. They reported in this order: Internet web sites (44%), books from the public library (19%) and books from school (16%).

More than 6 in 10 youths (63%) report using the Internet at least once a month to do homework. One half of youth (49%) in secondary school say that using the Internet has improved their school work; more than 3 in 10 (35%) say that using the Internet has had no impact on the quality of their school work. Almost no one (3%) says that the Internet has had a negative impact in this regard.

Given the fact that 99% of Canadian youth report that they use the Internet at least to some extent and that 8 in 10 (79%) have Internet at home, Canadian librarians have become valuable players in the development of Internet literacy, as well as the organization and development of quality Internet content. They are trainers, troubleshooters, experts in the technical, content and policy issues and public advocates for web literacy, access to information for all, and a strong public domain for research, teaching, and learning.

Through the Web Awareness Program, five provincial public library agencies have licensed the professional development programs for library staff. The *Web Awareness Workshop Series: Knowing the Issues* provides three Power Point presentations, entitled: Fact or Folly, Kids for Sale, and Safe Passage. Their purpose is to assist staff in developing skills so that they can, in turn, help young people to be safe, responsible and wise Internet users. Each workshop includes a slide presentation with speaking notes and a Workshop Guide with background information, hand-outs and ideas for pre-and post presentation activities. As well as developing the "Train the Trainer Model" within the context of professional development, librarians use shorter Workshops for public meetings with trustees, teachers, parents, principals and community leaders. Their purpose is to influence the community of the need for Internet literacy and of the various ways in which it can be developed. MNet has also produced games for young people to illustrate the importance of privacy, authentication and critical analysis of the Internet. These are used in the library setting as well.

The Partnership celebrated its first national Web Awareness Day on February 20, 2003. In Ottawa, the National Librarian spoke with young people about the Internet in the presence of funders, the media, partners, and policy makers. Many varied programs took place across Canada. Some of the librarians left the library to give presentations at service clubs, meetings with parents and teachers and police, or went into classrooms; others held special events in the library.

The learning and promotional materials were distributed widely with the assistance of Bell Canada, under the theme: "Parenting the Net Generation: It's not just by the book anymore". As Wendy Newman, President of the Canadian Library Association, said in her speech: "Parents are increasingly turning to their public library for expertise and information in the new area of digital or Internet literacy. It's a challenge that public libraries are embracing with enthusiasm and with Web Awareness Day we're telling parents they are not alone. Parents need to know that public libraries, in collaboration with Internet literacy experts such as Media Awareness Network (MNet) and companies like Bell Canada, are ready to support parents and communities in teaching young Canadians Internet literacy skills for the 21st century."

Visit the web site for CLA at: <http://www.cla.ca> and for the Web Awareness Program <http://www.cla.ca/webaware>; for MNet it is: <http://www.media-awareness.ca>. Look at the recent issue of *Feliciter* (v. 49, no. 1, 2003) to learn of Canada's library work in literacy. n

THE INTERNET AND IMPLICATIONS FOR READING INSTRUCTION: AN INTRODUCTION TO A REVIEW OF THE LITERATURE.

Dr. Pamela P. Barron, Associate Professor, Department of Library and Information Studies, School of Education, The University of North Carolina at Greensboro, USA

It is no news to anyone that the Internet has affected us in more ways than we can possibly imagine because many of the implications are still in their formative stages. The original purpose of this article was to provide a brief review of the current literature of the field of Library Science and Education with regard to the Internet and reading instruction in order to determine whether or not the Internet is having an impact on reading instruction, and if so what those implications might be for librarians, all in the allotted 600 words or less. My intent was to then organize and summarize the research and current practices with regard to this topic.

A search of the electronic databases for Library Literature and Education using the combination of keywords reading, instruction, and Internet yielded 6,946 hits encompassing a wide range of topics. A sampling of these topics includes: some research-based strategies that could help teachers to use the Internet and other technology tools to enhance reading and writing; strategies relating to inquiry-based learning and technology integration; exploring student interactions in collaborative world wide web environments; strategies for supporting student internet inquiries; information searches on the Internet; picture walks; reading activities, and post-reading activities; actual web sites that are of significance in practice; and lessons from the field with regard to transforming learning with technology. The articles examined ranged from reports of research conducted to those of actual practice. Feeling overwhelmed at this point, I decided to see if there was a way to just introduce the topic. I have found three articles which I feel provide a good starting point and have implications for librarians. I have listed them chronologically.

The first is Leu, Donald J. "The Convergence of Literacy Instruction with Networked Technologies for Information and Communication." *Reading Research Quarterly* (Jan-Mar 2000) 108-128. Leu describes this convergence and explores the changes taking place in literacy and literacy instruction. He feels that three forces appear to be causing this convergence: global economic competition; public policy initiatives by governments around the world; and literacy as technological deixis. He feels these forces are driving the Internet and other information and communication technologies to a central position in the classroom. He goes on to describe the nature of literacy and literacy instruction that he feels is emerging. Leu then explores three challenges that will determine the speed and effectiveness of the convergence that is occurring: challenges related to budget considerations, challenges related to professional development, and challenges related to using technology in ways that will make all of our lives better. He argues that the literacy community must begin to explore these new contexts for literacy and learning if we wish to prepare children for their literacy future.

Second is Sutherland-Smith, W. "Weaving the Literacy Web: Changes in Reading from Page to Screen" *The Reading Teacher* (April 2002) p. 662-9. Citing research, the author begins with an overview of reading literacy and then defines what is meant by web literacy, a term for finding, scanning, digesting, and storing Internet information. She points out that web literacy requires an incorporation of key reading or navigational skills including accessing information, analyzing information (including multimedia), and word processing skills to store or move text. The author then explores the unique reading strategies she feels are needed for the Internet and puts forth her belief that Internet technology has had a significant impact upon reading strategies, resulting in a need to reshape our thinking about classroom reading practice. She goes on to suggest a number of areas that are altered in the digital reading environment, and offer teaching ideas that appeared to be effective in a study she carried out in an Australian Grade 6 classroom.

The third article, is Coiro, J. "Reading Comprehension on the Internet: Expanding Our Understanding of Reading Comprehension to Encompass new Literacies." *The Reading Teacher* (February 2003) 458-64. Coiro examines the skills and abilities needed to interact with text on the Internet while exploring the answers to four questions: Is the comprehension process different on the Internet? If so, what new thought processes are required beyond those needed to comprehend conventional print? Are these processes extensions of traditional comprehension skills, or do Web-based learning environments demand fundamentally different skills? If comprehension is different on the Internet, what implications do these differences have for comprehension instruction, assessment and professional development?

As you can tell from these abstracts, the way we view literacy and reading instruction is evolving in new directions as a result of the Internet. And there is no dearth of information on the topic.

VERS UNE TRANSFORMATION DES RAPPORTS À L'ÉCRIT: USAGES DU COLLOQUE VIRTUEL TEXT-E

Françoise Gaudet, Chef du Service Etudes et recherche, Bibliothèque publique d'information, France

Quel est l'impact des nouvelles technologies de l'information et de la communication (NTIC) sur l'écrit et ses usages sociaux ? Pour débattre de ce thème majeur, la Bibliothèque publique d'information (BPI), l'Institut Jean Nicod (CNRS et EHESS) et l'association EURO-EDU, en partenariat avec la société GiantChair Inc., ont organisé l'année dernière un colloque entièrement virtuel. Cet événement web s'est déroulé en trois langues (français, italien, anglais), du 15 octobre 2001 à la fin mars 2002, sur le site web <www.text-e.org>. Il a rassemblé des théoriciens et des praticiens confrontés aux changements provoqués par l'Internet et le courrier électronique tant dans leur vie quotidienne que dans différents domaines de leur vie professionnelle. Le but était d'examiner l'impact de ces technologies sur la lecture, le courrier électronique, le journalisme, la bibliothèque, les archives... Dix intervenants (Parmi lesquels Umberto Eco, Theodore Zeldin, Jason Epstein, et une équipe de bibliothécaires de la Bpi qui a rédigé un article collectif consacré à l'impact de l'Internet sur les bibliothèques) ont été invités à présenter chacun un texte de réflexion, publié sur le site et soumis à discussion. Ces « conférences » ont été proposées au public sous forme de livres électroniques (e-books), téléchargeables à titre gratuit. Toute personne intéressée avait la possibilité de s'inscrire et de participer aux discussions.

La manifestation a rencontré un vif succès, et le service Etudes et recherche de la BPI, spécialisé dans les études sociologiques sur le livre, la lecture et les pratiques culturelles, a lancé une enquête afin d'évaluer les résultats de l'expérience « text-e », et de mieux cerner les pratiques de ses participants. Un questionnaire, proposé en ligne sur le site, a été rempli par 567 personnes. Les premiers résultats confirment le succès de l'opération et son envergure internationale : 58% des répondants résident hors de France. Parmi eux, un grand nombre d'enseignants et de chercheurs, mais aussi des

bibliothécaires et des documentalistes (près de 20% des répondants).

L'enquête est complétée par une série d'entretiens qualitatifs, principalement centrés sur les usages des textes et des livres électroniques offerts sur le site (lecture à l'écran, impression, téléchargement^{1/4}). Les statistiques de fréquentation du site mettent en évidence le succès rencontré par cette offre : entre le 15 octobre 2001 et la fin mars 2002, 2 292 personnes ont téléchargé au total 7 277 e-books. Cependant, parmi les personnes sondées qui avaient téléchargés ces e-books, 25% déclarent avoir préféré imprimer les textes plutôt que de les lire en ligne. D'autres, en revanche, ont découvert les nouvelles potentialités offertes par ce médium, et décrit la manière dont elles les utilisent et les intègrent, par exemple, à leurs pratiques pédagogiques.n

TOWARDS A NEW RELATIONSHIP WITH THE WRITTEN WORD: USES OF "TEXT-E ," A VIRTUAL SYMPOSIUM

Françoise Gaudet, Chef du Service Etudes et recherche, Bibliothèque publique d'information, France

How do the New Information and Communication Technologies (NICT) affect the written word; and its uses in society? To discuss this major topic, the *Bibliothèque publique d'information* (BPI), the *Institut Jean Nicod* (CNRS and EHESS) and the non-profit organisation EURO-EDU, in partnership with the GiantChair company, set up last year an entirely virtual symposium, through French, Italian and English. This web event took place from October 15th 2001 until the end of March 2002 on the website <www.text-e.org>. Theorists and other professionals were invited to discuss the changes that e-mail and the Internet brought about in their professional and personal lives, and to evaluate the impact of these technologies on reading, journalism, scholarship, libraries, archives, and so on. Ten contributors (Among them well known writers such as Umberto Eco, Theodore Zeldin, or Jason Epstein. The lecture on the impact of the Internet on libraries, *Babel and the Vintage Selection: Libraries in the Digital Age*, was written by a collective of BPI's librarians) were invited to submit a paper for discussion. These "lectures", together with the ensuing discussions, were made available to the public as e-books, for free downloading by the website. All those wishing to follow the symposium were allowed to join and participate in the discussions.

The event proved quite successful, and the BPI's Studies and Research Department, which specializes in sociological studies on books, reading and cultural practices, decided to launch a survey, in order to evaluate the "text-e" experiment and to find out more about users' practices as they went through the lectures and discussions. An on-line questionnaire was set on the website and was returned by 567 people. The first results confirm the success of the symposium and its international scope with 58% of those who answered living outside of France. Many of them are teachers or researchers, but the experiment also had a strong impact among librarians : almost 20% of the persons who answered the survey are librarians or information scientists.

The survey is supplemented by a set of interviews. It focuses on the uses of texts and e-books available on the website (on-line reading, print-outs, e-book unloading^{1/4}). The website statistics show strong evidence of the success of the e-books: from October 2001 till March 2002, 2,292 people downloaded e-books - a total of 7,277 individual e-books. However, among those who downloaded e-books, 25% said they printed the texts rather than read them on line. But others discovered new facilities with this medium and explain how they use them, for instance in their teaching practices.n

UNESCO INTERNATIONAL LITERACY DAYS AWARDS.

Winners of the 2003 UNESCO literacy prizes

UNESCO's international literacy prizes for 2003 pay tribute to programmes in Bangladesh, Zambia and South Africa, and to a network of 350 NGOs, the International Reflect Circle (CIRAC). These winners of the International Reading Association Prize, the Noma Prize and the two King Sejong Literacy Prizes were chosen by a jury that met at UNESCO Headquarters in Paris from May 20 to 23. The awards recognize exceptional work in the fight against illiteracy, one of UNESCO's major concerns, and the efforts of thousands of men and women around the world who have worked hard for many years to teach people to read and write. This year, the jury also gave preference to candidates whose programmes were gender sensitive. The four winners, picked from among 26 candidates, will be presented with their prizes in their own countries on International Literacy Day, next 8 September. The occasion will also be marked at UNESCO Headquarters with a ceremony and workshops to discuss the progress of literacy in the world.

The International Reading Association Prize* has been awarded to the Dhaka Ahsania Mission (DAM), an NGO (Non-Governmental Organization) in Bangladesh, which since 1980 has provided informal education of more than 3.8 million of the country's poorest people of all ages. The Mission aims to help children who are the worst-off and most difficult to reach (such as street children and those in domestic service) to rejoin the formal education system. It also helps adults, especially women, to become more independent and expand income-generating activities to improve their standard of living. In addition, it runs classes about protecting the environment, clean water, hygiene and health, drug taking and trafficking of women and children.

An Honourable Mention goes to the Fundación Alfabetizadora LAUBACH, based in Medellín (Colombia), for its work promoting basic education and literacy in Mexico, Panama and Colombia. Against a backdrop of great poverty, violence and unemployment, the Foundation provides educational materials, technical courses for young people and adults (especially indigenous people), rural women and those excluded from formal education. In 1998, it founded a magazine, *Revista Debate en educación de adultos* (Discussing Adult Education), which prints 600 copies.

The Noma Prize** has been won by Zambia's Panuka Trust, which since 1997 has enabled girls and women (between 15 and 75) in the country's rural south to learn to read, write and earn a living more easily. The Trust hopes to make 85 percent of the area's women literate by 2020.

An Honourable Mention goes to the sustainable development project of Morocco's Ribat Al Fath association, which since 1990 has helped women to become self-reliant through literacy courses totalling 200 hours per person. Having gained literacy skills, these women manage their lives better and are able to play a more important role in society. The project also enables marginalized or excluded children to take part in community life.

One of the two King Sejong Literacy Prizes*** has been awarded to the Tembaletu Community Education Centre in South Africa and the other by the International Reflect Circle (CIRAC), a network of 350 NGOs and governmental agencies in 60 countries. The Tembaletu Centre is honoured for its programme of training schoolteachers and basic literacy instructors both in mother tongues and in English. The programme, which has so far benefited 500 people (two-thirds of them women), promotes on human rights, development and democracy.

CIRAC is an unusual candidate for a UNESCO literacy prize since it is neither an institution nor a programme, but rather a network of NGOs, formed in 2000. All members of this network agree that every community should develop its own methods of training and learning based on its own aims and time frame. This means the programmes cannot be standardized but must be adaptable and flexible. Through CIRAC, NGOs exchange experiences, teaching and written materials in English, French, Spanish and Portuguese.

An Honourable Mention goes to Saudi Arabia's National Guard Directorate of Educational and Cultural Affairs for opening schools for illiterate adults, as well as intermediate and secondary schools. These take in many soldiers and their families of nomadic tribal origin who had no chance of an education as children. The jury also gave an Honourable

Mention to the Government of Cuba for its establishment of a chair of literacy and youth and adult education at the Instituto pedagógico latinoamericano y caribeño, which conducts literacy campaigns through radio and TV, thus reaching remote country dwellers, especially women.

*The \$15,000 International Reading Association Prize was established in 1979 and is funded by the association

** The \$15,000 Noma Prize was set up in 1980 and is funded by the Japanese publisher Kodansha

***The \$15,000 King Sejong Prizes were founded in 1989 and are funded by the Government of the Republic of Korea

UNITED NATIONS LITERACY DECADE LAUNCHED. "Literacy as Freedom" is the theme for the United Nations Literacy Decade--Education for All (2003-2012), launched in New York City on 13 February 2003. The aim is provide new impetus for the campaign against illiteracy. The issue is a highly crucial one: according to UNESCO statistics, one out of five individuals over the age of 15 can neither read nor write. If no action is taken, one out of six adults will be illiterate by the year 2010.

"This is an intolerable situation, and it underscores the need to bolster our efforts for everyone," said Kiochiro Matsuura, UNESCO's Director-General, at the event, which was held at the New York Public Library. He emphasized that priority will be given to the most underprivileged groups, notably women and children, ethnic and linguistic minorities, indigenous populations, migrants, children without access to school and the disabled.

The UN Literacy Decade is part of a series of international initiatives promoting Education for All. UNESCO is coordinating the Decade and has laid out an International Plan of Action to work toward literacy for all. (This plan is available on the Section on Reading's Web site).

One of UNESCO's key projects for the Literacy Decade is the Literacy and Non-formal Education Development project in Afghanistan (LAND-AFGHAN), which aims to reduce illiteracy in a country where only 51.9 percent of males and 21.9 percent of females can read or write. Another key initiative is the Literacy Assessment and Monitoring Program (LAMP), an international survey to measure various literacy levels.

For further information contact: Shigeru Aoyagi, UNESCO, Paris; e-mail: <s.aoyagi@unesco.org>; Web site: <www.unesco.org/education/litdecade>.n

UN LITERACY DECADE: BACKGROUND AND STATISTICS. The information below is excerpted from the July-September 2002 issue of *Education Today*, the Newsletter of UNESCO's Education Sector. The issue contains background information about the forthcoming Literacy Decade, looking "at the scope of illiteracy worldwide, at who should be targeted, at what works and at why governments are not more active."

From an editorial by John Daniel, Assistant Director-General for Education: Our challenge is to make the Literacy Decade an effective vehicle for mobilizing energy and resources and, above all, to demonstrate that by 2012 that there are more literate people in the world than if we had continued with business as usual. We start with an advantage. While the subjects of some UN decades are controversial, no one denies the importance of literacy. It affects everyone. In her important new book, *Does Education Matter? Myths about Education and Economic Growth*, Alison Wolf demolishes much of the current political orthodoxy about the importance of state support for education. But she remains absolutely clear that "an overwhelmingly strong case can be made for the state's responsibilities in basic education."

The Literacy Decade gives us the opportunity to focus more attention and effort on this absolutely fundamental outcome of basic education. We must not see the drive for literacy as in competition with the wider push toward basic education for all. Education for All is UNESCO's core task. We must rather make the Literacy Decade a flagship programme with the wide EFA campaign by mobilizing the commitment of those who attach special importance to the Dakar goal of reducing illiteracy by half by 2015. If we keep our eyes on that quantitative and demanding target, we shall also ensure that we adopt a practical approach to organizing the Literacy Decade. Our purpose is not to develop new theoretical frameworks for discussing literacy, nor to create new institutions. While these may be by-products, the

overarching goal is to liberate hundreds of millions of our fellow citizens by getting them to learn to read and then to keep on reading.

The scope of the problem. What is literacy? Literacy is more than the ability to read, write, and do arithmetic. It comprises other skills needed for an individual's full autonomy and capacity to function effectively in a given society. It can range from reading instructions for fertilizers, or medical publications, knowing which bus to catch, keeping accounts for a small business, or operating a computer.

In 2000 there were some 877 million illiterate adults, with 113 million children not attending school. More than two-thirds (68 percent) of these illiterates can be found in East and South Asia. Worst hit are females, who account for up to two-thirds of all illiterate adults. In some regions, ethnic or linguistic minorities lose out; in others those who live in remote areas; often they overlap. Illiteracy rates in the Arab region and sub-Saharan Africa are respectively 38 percent and 37 percent. In Latin America and the Caribbean they are 12 percent. In developed countries functional illiteracy is also widespread. An OECD adult literacy study of twenty industrialized countries found that at least one in four adults fell below the level needed for coping with the demands of daily life and work in a complex society.

Why are reading skills so poor? For Winsome Gordon, chief of the UNESCO Section for Primary Education, training in how to teach reading is weak and the school curriculum does not put enough emphasis on it. "Schools need to spend more time on reading so that children are permanently literate by the end of the primary cycle," she said. Motivation to learn is essential, and for many, religion provides it--to read the Bible or the Koran. For others it is the desire to write a personal letter, to earn money, to make something of their lives because they missed out on school or to help with their children's education. Or a will to be more autonomous and not to have to depend on others.

If literacy can improve people's lives, why do governments not invest more in it? Non-formal education, which includes adult literacy programmes, rarely receives more than 5 percent of national education budgets. A variety of theories are put forward to explain governments' reluctance. Some apparently prefer to forget about adults and concentrate on formal schooling for children to ensure literate future generations. Another theory is that some countries are reluctant to educate and therefore empower the masses because of the obvious link between literacy and democracy. But even when governments want to address the issue, they are handicapped by the information gaps: the number of illiterates, who they are and who is doing to reach them. "On top of that, the methodologies to collect data are lacking and the capacity to assess and monitor literacy is inadequate, says Margaret Sachs-Israel of UNESCO's Literacy and Non-Formal Education Section. This means, she says, that "the impact of literacy programmes is simply not known." Many countries have made genuine efforts to provide literacy to their populations: among them are Botswana, Colombia, India, Kenya, Mozambique, Namibia, and the United Republic of Tanzania. But a certain degree of controversy prevails as to the effectiveness of some of these campaigns.

The challenge to literacy campaigns of the past has been the absence of reading materials. To shift from the absence of print to a dynamic, literate environment requires a quantum leap. This is, nevertheless, one of the aims of the UN Literacy Decade. Some new literates have found solutions to the lack of things to read: they create their own materials by writing about their lives, local events, and the history of their people, and share their texts around. Mobile libraries satisfy the demands of other groups and, more recently, the multi-purpose community centers in Africa and Asia, equipped with newspapers and Internet, are increasingly responding to the needs of medical students, farmers, and housewives.

LITERACY AT THE VANCOUVER PUBLIC LIBRARY

Thomas Quigley, Vancouver Public Library, Vancouver, BC, Canada

Vancouver Public Library is in a somewhat unusual position regarding literacy services - we don't have a literacy instructional programme of our own. This Canadian metropolitan 22-branch library system works instead in partnership with the local Community College, to provide a literacy programme in learning centres in 7 branches: the College

provides instructors and materials to use in the learning centres; the Library provides the space for the centre and materials for students to take home. This partnership is a longstanding one of over 20 years.

The Library has always realized that there is a segment of our community that is working to improve their reading and writing skills. Vancouver's English as a Second Language Community has never been shy about making its needs known; it was the other group, the first-language English speakers working on their skills, that seemed to be falling through the cracks. 1990, the UN-declared International Literacy Year, gave Vancouver Public Library the opportunity to step back and review its involvements with the literacy issue, and to affirm its role vis a vis literacy.

Collaboration and support are two of the Library's strengths when it comes to literacy. Staff have represented the library at literacy organizations at the local, regional, and provincial levels; staff have been involved in the founding of several library and literacy interest groups in the library community. Within the Library there is a system staff committee to deal with literacy and English as a second language issues, and literacy awareness training is conducted with library staff as needed. Literacy collections are available in all parts of the system, with individual branch libraries supplementing system funding out of their individual book budgets.

Of the many literacy-related projects that Vancouver Public Library has been involved with, three stand out:

- "Take Five and Read" a literacy public awareness media campaign with the message that reading of any kind is important
- "Vancouver Public Library Literacy Evaluation Project" a study done in the mid-90's where the Library reviewed its literacy services and established some benchmarks for the future. This study was the first of its kind in North America, and has served as the model for other library studies evaluating literacy services in libraries
- "Come to the Library" a series of 4 books about libraries and what they have to offer, targeting adult learners and the people who work with adult learners

Vancouver Public Library has a long history of involvement in the literacy issue. Whether it be support for collections, support for training, or supporting the literacy community at large, the Library's contribution to literacy services is constant. Whether it be reading to achieve a goal, or reading for pleasure, the message is clear - libraries are an important part of literacy work, with much to offer in terms of resources, support and awareness.

GUIDELINES FOR LIBRARY-BASED LITERACY PROGRAMMES. The development of the guidelines, "Library Based Literacy Programmes: Some Practical Suggestions" has been a major Section on Reading initiative in recent years. A preliminary version was published in the August 2002 issue (no. 14) of this newsletter. The purpose of the guidelines is to help libraries in all parts of the world plan and carry out programs that encourage and support literacy. People need to be able to read and write, to be literate in order to have full access to information and knowledge. A library, as a local gateway to knowledge, mainly presupposes the literacy skills of its users. Where these skills are lacking, libraries have a role to play in promoting literacy.

The revised English language version of the guidelines will be available for distribution at the Berlin conference and is also posted on the Section's Web site. The recently-completed Spanish language translation is published on the following pages, and is also posted on IFLANET. A French translation is nearly complete and other translations are underway.

PROGRAMAS DE ALFABETIZACIÓN EN BIBLIOTECAS: SUGERENCIAS PRÁCTICAS

Introducción

La Sección de Lectura de IFLA se complace en presentar algunas sugerencias prácticas para el personal de la biblioteca

que quisiera contribuir a que nuestra sociedad pueda acceder a una mejor preparación. Consideramos que la mayoría de las bibliotecas se encuentran en una posición única para promover la cultura. Pueden elaborar sus propios programas y asignarles personal, o pueden apoyar los proyectos de alfabetización auspiciados por otras organizaciones.

Los objetivos de estos indicadores prácticos son:

- Alentar a las bibliotecas a participar más en los programas de alfabetización;
- Servir como una lista de verificación informal para evaluar los programas en las bibliotecas donde ya se han instrumentado.

Nuestra definición de alfabetización es muy amplia. Incluye el desarrollo de destrezas de lectura, escritura y aritmética (destrezas relacionadas con números). Estas destrezas fomentan la independencia, la curiosidad y el aprendizaje durante toda la vida de las personas y los grupos. Tales alumnos contribuyen en gran manera a la salud económica, social y cultural de las comunidades y las naciones en las que viven.

En este folleto, planteamos y contestamos diversas preguntas:

- ¿Quién es nuestro público?
- ¿Cómo comenzamos a planear y desarrollar la cooperación comunitaria?
- ¿Quiénes son nuestros socios potenciales?
- ¿Qué materiales son necesarios y cómo los elegimos?
- ¿Cómo capacitamos a nuestro personal?
- ¿Cómo promovemos nuestro programa de alfabetización?
- ¿Cómo podemos saber si nuestros esfuerzos rinden fruto?
- ¿Cómo continuamos con nuestro programa?

Las actividades de cada biblioteca serán diferentes. Dependerán de factores locales. Sabemos que la respuesta que demos no será válida para todas las bibliotecas o todos los proyectos. Es esencial mantener una mente abierta y buena disposición para que cualquier proyecto tenga éxito. Es difícil expresar estas cualidades en un folleto, pero las identificamos cuando las vemos surgir entre los colaboradores.

Las preguntas y respuestas se ofrecen como sugerencias, no como directrices formales. Están dirigidas al personal bibliotecario que comparte y desea implantar nuestra creencia de que las bibliotecas y la alfabetización van de la mano. “La alfabetización es la clave de la educación y el conocimiento y el uso de los servicios bibliotecarios y de la información.” (IFLA *Guidelines for Public Libraries* [Directrices de IFLA para Bibliotecas Públicas], Agosto 2000.

¿Quién es nuestro público?

Varios tipos de público parecen ser adecuados para los programas de alfabetización en bibliotecas:

- Jóvenes que han renunciado a la escuela;
- Jóvenes desempleados;
- Mujeres y personas mayores que no tuvieron la oportunidad de aprender o practicar sus destrezas de lectura, escritura y aritmética;
- Adultos con dificultades de alfabetización;
- Personas provenientes de diferentes países, idiomas y grupos étnicos;
- Trabajadores migratorios;
- Refugiados;
- Personas reclusas en instituciones como prisiones u hospitales.

El personal de la biblioteca debe analizar el programa y las necesidades del público a quien se dirigirá su proyecto al

comenzar la planificación. Algunas de las preguntas que deberán analizar con los participantes son:

Programas de alfabetización en bibliotecas continúed:

- ¿Dónde hay un espacio adecuado para llevar a cabo las clases y las prácticas?
- ¿Cuál es el mejor horario para ofrecer las clases?
- ¿Cuál será la frecuencia de las clases?
- ¿Qué materiales serán útiles para cada uno de los alumnos?
- ¿Quién encabezará el proyecto y qué capacitación deberá tener esa persona?
- ¿En qué ocasiones podrán utilizar sus nuevas destrezas los participantes?
- ¿Con qué material de apoyo se cuenta para la impartición de clases? Por ejemplo: carteles, computadoras, vídeos, radios y materiales para escribir y dibujar.

¿Cómo comenzamos a planear y desarrollar la cooperación comunitaria?

Primero, el personal debe evaluar la posición del servicio de la biblioteca dentro de su contexto local, regional y nacional. Las bibliotecas trabajan dentro de las políticas culturales y educativas en el ámbito local y nacional. El personal de la biblioteca debe respetar los patrones culturales de la comunidad. Antes de que comience un proyecto, el personal de la biblioteca debe elaborar un plan que incluya:

- Información acerca de la comunidad (cultural, social y práctica, si es posible con estadísticas);
- Un informe detallado de los objetivos generales;
- Identificación de otros grupos que trabajan en el campo de la alfabetización;
- Un plan financiero.

El personal deberá analizar este plan con los miembros de la comunidad y los socios.

La ubicación del programa de alfabetización variará, pero el personal de la biblioteca deberá considerar lugares en una comunidad donde sea cómodo reunirse para los participantes. Los lugares pueden ser:

- Bibliotecas públicas, móviles y de otros tipos;
- Centros de salud, centros comunitarios, escuelas, lugares de culto;
- Estaciones de autobús y tren, fábricas;
- Playas, campos deportivos, y hasta restaurantes;
- El hogar de un líder de la comunidad.

La ubicación debe ser atractiva, accesible y cómoda para los participantes. El calendario de las actividades del proyecto debe ser elaborado en colaboración con el personal del proyecto, las autoridades locales y los participantes del proyecto. El calendario incluirá, por ejemplo, fechas de inicio del curso, períodos de los cursos y horarios de las clases. La frecuencia de las clases es importante también. El grupo debe reunirse cuando menos una vez a la semana para apoyar el progreso de los participantes.

Además de hablar con el personal de la biblioteca, los profesores y otros profesionales, el personal del proyecto debe comunicarse con las personas clave en la comunidad como:

- Quienes conocen su historia, sus tradiciones y su cultura;
- Miembros de organizaciones de voluntarios y no lucrativas y lugares de culto;
- Personas que trabajan para el gobierno local.

También se debe consultar a otros funcionarios gubernamentales y personas con conocimiento técnico en la planeación, junto con los expertos clave en puestos regionales y nacionales (o incluso superiores). Los representantes de las organizaciones de autores y los medios masivos de comunicación pueden convertirse en miembros del personal del proyecto. Se deberán elaborar planes para asegurarse de que todos los participantes puedan asistir al programa sin temor, y puedan participar libremente en las clases. Si es necesario elaborar directrices específicas, a fin de respetar las diferentes tradiciones culturales, deben considerarse como parte de la planeación del proyecto y para el trabajo en general.

¿Quiénes son nuestros socios potenciales?

Existen muchos grupos que brindan diferentes tipos de servicios culturales, de información y relacionados con la alfabetización a la comunidad. Si trabajan unidos, el personal de la biblioteca y estos grupos tienen más probabilidades de éxito en su comunidad. De hecho, el personal de la biblioteca podría ser el vínculo clave entre estas diferentes agencias.

Las dependencias culturales con las que podrían colaborar las bibliotecas en los programas de alfabetización pueden ser:

- Grupos de artistas, escritores, dramaturgos o músicos;
- Departamentos de cultura del gobierno local, regional y/o nacional;
- Asociaciones culturales nacionales e internacionales;
- Grupos culturales que editan publicaciones.

El personal de la biblioteca podría colaborar con muchos grupos educativos diferentes, tales como:

- Escuelas a todos los niveles; grupos de educación para adultos; asociaciones de profesores, padres y profesores;
- Grupos de profesores y de trabajadores de alfabetización;
- Programas y asociaciones educativos que no sean gubernamentales;
- Departamentos de estudios de bibliotecología e información;
- Departamentos de educación gubernamentales a nivel local, regional y nacional;
- Editores de publicaciones educativas y culturales;
- Clubes de lectura; asociaciones de lectura; asociaciones de editores; y asociaciones de librerías.

Otros grupos y asociaciones comunitarios que pueden ser socios potenciales:

- Asociaciones vecinales; grupos religiosos y hermandades;
- Organizaciones no gubernamentales;
- Trabajadores sociales, psicólogos, asesores, etc.;
- Profesionales de la salud en la comunidad;
- Sindicatos;
- Grupos de negocios, de medios de comunicación y políticos.

¿Qué materiales son necesarios y cómo los elegimos?

Los materiales para los programas de alfabetización en bibliotecas pueden crearse, donarse, prestarse, reciclarse, adquirirse o bajarse de Internet, de acuerdo con las circunstancias locales. Ya que es importante usar los materiales de aprendizaje para adultos adecuados, el personal de la biblioteca deberá seleccionar los materiales de interés en los idiomas locales. Estos materiales podrían ser:

- Folletos acerca de la salud, la familia, la agricultura, el desarrollo económico, el medio ambiente y las costumbres locales;
- Periódicos;
- Programación del radio, vídeos y la Internet.

Al seleccionar los materiales, el personal de la biblioteca debe tomar en cuenta los siguientes criterios:

- Diseño (¿el tipo de letra es grande y claro? ¿hay buen espacio entre los párrafos? ¿la página está bien diseñada, es atractiva y es fácil de leer?);
- Uso (¿el idioma es sencillo, de uso común y está redactado en tiempo presente? ¿el texto evita el uso de dialectos, expresiones regionales y figuras del discurso difíciles?);
- Estructura de Enunciados y Párrafos (¿los enunciados y párrafos son simples, breves y claros? ¿cada enunciado inicia con mayúscula?);
- ¿Un solo pensamiento se expresa en dos o tres enunciados simples que forman un párrafo?;
- Palabras (¿el autor usa palabras cortas y comunes? ¿Las palabras técnicas o difíciles se explican y repiten para ser aprendidas?) ¿Hay ilustraciones que apoyen el texto?

¿Cómo capacitamos a nuestro personal?

Preparación del personal para su participación en los programas de alfabetización en bibliotecas puede realizarse de varias maneras. Puede ofrecerse en educación pre-profesional, como capacitación en el trabajo o como educación continua. Con mayor frecuencia se da en cursos cortos y talleres, o en programas especiales durante las reuniones profesionales. Para contar con un programa de alfabetización exitoso, se deben considerar tres tipos de capacitación:

- Capacitación para el personal que trabaja con el público;
- Capacitación para los gerentes del personal de la biblioteca en proyectos de alfabetización;
- Capacitación para los tutores de alfabetización y personas que prestan servicios.

Todo el personal, pero especialmente el personal que trabaja con el público, necesita de capacitación general para hacerlos conscientes de las necesidades del grupo objetivo. Es importante tener conocimiento general de las siguientes áreas:

- Comprensión de la alfabetización;
- Comprensión de las necesidades de las personas analfabetas y la función de la biblioteca. Métodos para identificar a la población objetivo;
- Tipos de servicios que la biblioteca puede ofrecer;
- Conocimiento de los socios potenciales.

El personal que supervise la capacitación de alfabetización necesita todas las destrezas y el conocimiento antes mencionado. Además, necesitan conocimiento más específico acerca de:

- Conocimiento de las diferentes necesidades de las personas analfabetas;
- Comprensión de la necesidad de formar una red con los proveedores de alfabetización y las agencias comunitarias;
- Conocimiento acerca de ofrecer programas de alfabetización.

Los tutores de alfabetización, que a menudo serán voluntarios de la comunidad, necesitan capacitación específica. Esta capacitación deberá incluir:

- Técnicas para impartir clases a alumnos adultos;
- Capacitación de defensa de derechos;
- Capacitación acerca de la importancia de la privacidad, el respeto y la confianza.

¿Cómo promovemos nuestro programa de alfabetización?

Un programa de alfabetización en biblioteca debe promoverse para que tenga éxito. Los líderes del proyecto deben informar y actualizar a la comunidad y a otros grupos interesados acerca de su proyecto de alfabetización. Estos grupos pueden ser:

- Personal de biblioteca, los directores de la biblioteca y/o las juntas de administración o asesoría; los usuarios de las bibliotecas;
- Otras organizaciones comunitarias;
- Los medios masivos de comunicación;
- Los grupos culturales y educativos locales.

Las razones del programa también necesitan explicarse y darse a conocer. Los mensajes deben enfocarse a:

- Por qué la biblioteca participa en la promoción de la alfabetización;
- La manera en que participa la biblioteca;
- Qué resultados espera la biblioteca de su programa de alfabetización.

Algunos métodos útiles para promover las actividades de alfabetización se enlistan a continuación:

- Conformar un grupo de trabajo para ayudar a promover el programa;
- Proporcionar carteles y materiales a los medios de comunicación locales;
- Crear volantes, folletos y anuncios cortos para las comunidades locales de biblioteca, culturales y educativas;
- Colaborar con las organizaciones socias, cuando sea conveniente, en esfuerzos conjuntos de publicidad.

¿Cómo podemos saber si nuestros esfuerzos rinden fruto?

La labor de alfabetización de la biblioteca debe ser valorada a intervalos regulares. Debemos saber cuán eficaz han sido nuestros esfuerzos para alcanzar las metas del programa y alcanzar al público objetivo.

Esto es en particular útil, si se ha planeado un programa sin la participación directa previa del público objetivo, como a menudo ocurre con los programas dirigidos a los jóvenes.

Las áreas que se deben valorar son:

- El número de participantes y la manera en que han evaluado el programa;
- La manera en que el programa ha beneficiado a la comunidad;
- La eficacia del uso de los recursos de alfabetización, por ejemplo, la disponibilidad de recursos y su uso para el público objetivo;
- La eficacia de la ubicación del programa, por ejemplo, el sitio, los edificios, los muebles y el equipo;
- La estructura del programa, por ejemplo, la administración, la supervisión, las sociedades;
- El beneficio a largo plazo para las personas.

Los métodos para realizar la evaluación son:

- Entrevistas con personas y grupos clave del público objetivo, incluyendo los que han participado en el programa y los que no lo han hecho;
- Muestras de escritura y redacción de los alumnos;
- Entrevistas con el personal del programa de alfabetización acerca de la eficacia del programa y sus sociedades.
- El personal puede recabar información acerca del número de participantes, su asistencia y la calidad y el tipo de recursos utilizados.

¿Cómo continuamos con nuestro programa?

Para continuar y planear el éxito futuro de los programas de alfabetización en bibliotecas, el personal de la biblioteca deberá considerar lo siguiente:

- Proporcionar a los participantes y a quienes han tomado clases material de lectura adecuado, quizá a través de las sociedades con editores;
- Organizar actividades y proyectos para que los participantes con éxito del programa, en la biblioteca, y a través de los negocios que pudieran proporcionar oportunidades de empleo;
- Involucrar a las autoridades locales, incluyendo los gobiernos, en las actividades y los proyectos de seguimiento que pudieran proporcionar fondos adicionales para los programas de alfabetización;
- La formación de redes con otros grupos y organizaciones para asegurarse de que el programa desarrolle oportunidades sociales para los participantes y no opere independientemente de la comunidad;
- Interesar a los medios masivos de comunicación en algunas de las historias de éxito de los participantes.

Junio 2003.

Responsable de la traducción al castellano:

Elsa Margarita Ramírez Leyva

Representante de México en la Sección de América Latina y el Caribe de IFLA

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SPECIAL THEME ISSUE ON LITERACY AND LIBRARIES. The February 2003 issue of *Feliciter*, the Canadian Library Association's periodical, has a special theme section on "Libraries and Literacy." Contributors from across Canada discuss such topics as how libraries can promote literacy through their Web pages, information literacy, and the philosophical background to the library and literacy issue. The articles will be posted on the National Adult Literacy Database Web site at: <www.nald.ca>.n

SECTION ON READING STRATEGIC PLAN 2002-2003

Mission: To assist IFLA in effectively fulfilling one of its key professional priorities: promoting literacy, reading, and lifelong learning.

Priority 1: To help libraries worldwide develop projects and programs that encourage and support literacy, reading, and lifelong learning.

Action 1. To complete and distribute the brochure "Library-Based Literacy Programs: Some Practical Pointers," and to translate it into all of IFLA's official languages.

Action 2. To complete, share the results, and possibly expand to other countries the “Book Centers” Reading Promotion Project launched in 2001 with Russian and U.S. reading promoters with the support of the Open Society Institute.

Action 3. To continue to cosponsor the IFLA-UNESCO “Books for All” library development project.

Action 4. To serve, through IFLANET and with links to other Web sites, as a clearinghouse for information about literacy and reading promotion projects and events and about the organizational sponsors of these projects and events.

Priority 2: Through meetings, discussion, publications, and the widespread dissemination of information, encourage a better understanding of reading, literacy, and book culture in specific cultural milieus.

Action 1. To cooperate with other national and international cultural, library, and reading organizations in sponsoring appropriate events, e.g. with the International Reading Association and the International Literacy Network to mark International Literacy Day (Sept. 8), with UNESCO to mark World Book and Copyright Day (April 23), and with the International Book Committee, a UNESCO advisory body, to honor specific achievements in the worlds of literacy and reading development.

Action 2. To plan two events at the 2002 IFLA conference in Glasgow: an open session on a program on “National Book and Reading Policies” and a workshop on reading promotion activities and projects in different countries.

Action 3. To publish, in collaboration with the Center for the Book in the Library of Congress, two books based on conferences sponsored in part by the Section on Reading: the proceedings of the June 1998 international conference, “Libraries, Reading, and the Cold War, held in Paris in cooperation with the IFLA Round Table on Library History, and a selection of papers from the October 2000 conference at the Library of Congress on the historical development of national libraries.

Action 4. To plan an open session at the 2003 IFLA conference in Berlin on “The Impact of the Internet on Reading.”

Priority 3: To monitor, promote, and disseminate research and research results about reading, readers, reading promotion, literacy, and library services to readers.

Action 1. To launch a survey of reader-centered service provision in public libraries.

Action 2. Continue and strengthen the “Reports on Current Research” column in the Section on Reading *Newsletter*.

Action 3. Add the papers presented at the Reading Section’s open session at the 2001 annual conference in Boston to the Section on Reading’s portion of IFLANET.

Priority 4: To increase membership on the Standing Committee and in the Section on Reading.

Action 1. Complete and publish translations of the Section’s membership brochure into all official IFLA languages.

Action 2. Increase the Section's visibility by cooperating more actively with organizations outside IFLA and with IFLA units that have similar interests.

Action 3. Systematically publicize the Section's activities and encourage more IFLA institutional members to join the Section on Reading. n

STANDING COMMITTEE MEMBERS
including COUNTRY REPRESENTATION, TERMS OF OFFICE and E-MAIL ADDRESSES

Rustem Aygystov, Russia, ongoing, 2001-2005 (2nd term), <chamber@aha.ru >

John Y. Cole, USA, ongoing, 2001-2005 (2nd term), <jcole@loc.gov>

Jeremie M. Desjardins, France, new, 2003-2007, <jeremie.desjardins@culture.fr>

Marietou Diongue Diop, Senegal, new, 2003-2007, no email

Elke Dreisbach, Germany, new, 2003-2007, <elke.dreisbach@ni-hamburg.de>

Gwynneth Evans, Canada, ongoing, 2003-2007 (2nd term), <gwynneth@sympatico.ca>

Adele M Fasick, USA, ending, 1999-2003 (2nd term), <amfasick@earthlink.net>

Shirley Fitzgibbons, USA, ending, 1999-2003 (2nd term) , <fitzgibb@indiana.edu>

Carmen Gómez Valera, Spain, ending, 1999-2003 (2nd term), <bibloplain@utrnnet.es>

Ivar Haug, Norway, ongoing, 2001-2005 (2nd term), <ivar@vf.fylkesbibl.no>

Justin N. Kiyimba, Uganda, new, 2003-2007, <kyulib@utlonline.co.ug>

Bonnie Kunzel, USA, new, 2003-2007, <bkunzel@aol.com>

Jan Martine, France, ongoing, 2001-2005, <mjan@cg77.fr>

Catharina Stenberg, Sweden, ongoing, 2001-2005 (2nd term), <catharina.stenberg@hb.se>

Shirley Tastad, USA, ending, 1999-2003 (2nd term), <stastad@gsu.edu>

Briony Train, UK, ongoing, 2001-2005, <b.train@sheffield.ac.uk>

Maria Vedenyapina, Russia, ongoing, 2003-2007 (2nd term), <mvedenyapina@osi.ru >

Maureen White, USA, ongoing, 2001-2005, <white@cl.uh.edu>

Alec Williams, UK, ongoing, 2001-2005, <alecw@tiscali.co.uk>

OTHER PARTICIPANTS

Alice Buglogosi, Kenya, <uonijkml@healthnet.or.ke>

Thomas Quigley, Canada, <thomqui@vcn.bc.ca>

Elsa Ramirez, Mexico, <eramirez@servidor.unam.mx>

Valeria Stelmakh, Russia, <stelmakh@rsl.ru>
n

IFLA SECTION ON READING OFFICERS

Chair:

Catharina Stenberg, Chair
Swedish School of Library and Inf. Science
Allégatan 1, POB 874
S-501 15 BORAS, Sweden
tel. +(46)(33)164000; fax +(46)(33)164005
e-mail: <catharina.stenberg@hb.se>

Secretary-Treasurer:

Gwynneth Evans
226 Gouldburn Ave.
OTTAWA, Ontario K1N
Canada
tel: +(1)(613)5656214
e-mail: <gwynnethevens@sympatico.ca>

Information Coordinator:

Adele Fasick
1386 28th Ave.
San Francisco, CA 94122
tel./fax: +(1)(415)5643096
e-mail: <amfasick@earthlink.net>

The Section on Reading needs more members, especially from Africa and Latin America. Please consider joining us in our important work of promoting reading and literacy in the digital age. Contact any of the members in this issue or IFLA Headquarters, % Ms. Kelly J. Moore, Membership Manager, P.O. Box 95312, 2509 CH The Hague, Netherlands, fax: +31-70-3834827, e-mail: <kelly.moore@ifla.org>.

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