



**International Federation of Library Associations and Institutions**  
**Section on Reading**

*Newsletter*

**No. 19**  
**December 2004**

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**A MESSAGE FROM SECTION CHAIR GWYNNETH EVANS**

**Meetings in Buenos Aires**

The Reading Section had a number of very productive and interesting meetings in Buenos Aires. The session “Libraries, language and literacy: linking continents through reading promotion programmes” was well-attended. The three speakers, Daniel Ramon Rios (Argentina), Clemencia Montalvo Villegas (Colombia) and Malado Fofana (Mali) presented fine papers. Drs. Peggy Hill and Elsa Ramirez gave synopses of these papers to highlight the important issues and to identify some similar and distinctive features of each. The papers and summaries stimulated many questions and comments from the audience. The papers have been translated into a number of languages and can be found at: <http://ifla.org/VII/s33/papers.htm>.

The audience and Section members found the content and format of the session so useful that we have decided to continue our exploration of reading programmes at Oslo in 2005. The Call for Papers may be found in this Newsletter.

The Section held an open meeting to discuss the possibility on research into the key factors that lead to effective, sustainable reading development and reading promotion programmes. The audience of about 35- 40 people from different sections and diverse parts of the world raised a number of important issues: training of staff, external evaluation, partnerships and knowledge of the community and culture were highlighted by participants.

Some of the Section members recognized that the 8 questions raised in the brochure: *Guidelines for Library-based Literacy Programs: Some Practical Suggestions* provide a key to discuss the factors for successful programmes, whether the programme is for women, young adults or a special group in the community.

In the first and second Standing Committee meetings of the Section, there were a number of visitors who contributed to the discussion and exchange. The first meeting was dedicated to a review of the Section's work over the past year; the second concentrated on the follow-up to the meeting on research and discussed the plans for Oslo. In order to highlight some of the decisions and plans, let me take each one in turn.

### **The Importance of Partnerships**

The Section benefitted from the collaboration of the International Reading Association (IRA). Together, we printed and distributed the Guidelines in Spanish to a number of groups at conferences in Latin America. The financial support of the IRA allowed the Section to print and distribute the Guidelines in French. The Guidelines are on the website in a number of languages at: [www.ifla.org/VII/s33/sr.htm](http://www.ifla.org/VII/s33/sr.htm), but we know that the brochures are helpful, especially in areas where the Internet is not common.

The Reading Section is continuing its partnership with the IRA, as we explore the possibility of developing and testing a methodology for learning more about the cultures of literacy that support a reading public.

### **A Pre-Conference Satellite Meeting in Oslo, August 11-14, 2005**

Two sections, Reading and the School Libraries and Resource Centers, are jointly organizing a pre-conference meeting on the themes of Literacy and Information Literacy. One day will be dedicated to each of these important themes and the roles of libraries in advancing and supporting them. The session will also focus on the training needs of library staff who have responsibility for implementing programmes in these areas. The programme will be found on the following Web site: [www.iasl-slo.org](http://www.iasl-slo.org).

### **Learning about Effective Library-based Literacy Programmes and Research**

The Section welcomes information on successful literacy and reading programmes for the website and for a brochure that the Section will develop based on the 8 questions (see above). We want to hear from you about these programmes and about research being conducted related to literacy and reading. Please contact Briony Train or myself, with your suggestions. Our e-mails are at the back of the Newsletter and Briony will have your recommendations, descriptions or links mounted on the website.

### **A Handbook on Book Donations for Development**

One of the UNESCO staff members, Mauro Rosi, has written a handbook on book donations. They may be an important means of ensuring that libraries have appropriate materials for their users, based on the needs of the group. The manual was originally written and published in French. Culture et développement ([www.culture-developpement.asso.fr](http://www.culture-developpement.asso.fr)) is responsible for distributing it.

The manual refers to the five links in the book chain ([www.unesco.org/culture/industries/book/html\\_eng/formulation.shtml](http://www.unesco.org/culture/industries/book/html_eng/formulation.shtml)). It balances the need to develop an indigenous book industry and the importance of developing market demand within a country with the sending of appropriate books for development. The theory, management and application of good practices on the part of senders and receivers are all treated in this work.

CODE, a Canadian not-for-profit organization that works with literacy and library partners in the Caribbean and Africa, is responsible for the publishing and distribution of the English version. It is expected to be ready in the spring of 2005.

### **The Joy of Reading and National Celebrations**

The Reading Section discussed a draft of an International Calendar that identifies the major literacy and reading anniversaries at the international, regional and national levels. The draft was presented by Maureen White, who coordinated this project and developed the first draft. The Section invites everyone with information to promote on their national celebrations to write Briony so she may make a link to the Section's Web site and also send it on to Maureen for the Calendar.

### **Membership in the Section**

Literacy and reading are practices that form the foundation of all of IFLA's programmes and activities. In this sense, some may question the need for a Section which takes as its priorities and its focus the following elements: research, policy, publication, dissemination, exchange and professional development related to these subjects for all groups served by libraries and by their partners in the information, publishing and educational sectors.

Governments around the world are putting strong emphasis on increasing the skills, behaviours and approaches of individuals who develop, practice and enjoy reading. If librarians are going to assume leadership in these areas and gain visibility within their communities for supporting literacy and reading in innovative ways, they will benefit from joining the Reading Section. Its members have knowledge, expertise and experience working not only with children but adults, in formal and informal settings, and in city and rural environments. You will certainly have an opportunity to learn and to participate. Join the Section and also ask to be nominated to the Standing Committee by your institution or library association (one or both of them may be a member with voting privileges). If you are interested in serving on the Standing Committee, you must be nominated by one qualified voting member. The deadline for the receipt of the nomination at IFLA Headquarters is **February 5, 2005**. The length of term is four years and a member may be re-nominated for a second consecutive term.

Hope to see you in Oslo!  
Gwynneth Evans

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## **CALL FOR PAPERS**

**71st IFLA General Conference, Oslo, Norway  
14-18 August, 2005**

The IFLA Reading Section is hosting an open session in Oslo. The Section wishes to pursue its discussion of the characteristics that make for sustainable, successful reading programmes that have a positive impact on the participants.

### **Theme and objectives**

The general theme for the session is 'Libraries, literacy and partnership: voyages and discoveries.' This broad theme is linked to the overall conference theme 'Libraries: a voyage of discovery', and to IFLA President Kay Raseroka's theme of 'Libraries for lifelong literacy'.

The objective for our session is to demonstrate how we work actively with other agencies in the development, management and evaluation of our reading programmes. Those making proposals are urged to give special attention to the role of partnerships, training and evaluation, as you answer the questions listed below.

### Topics for papers

We would like to hear from community or region-based reading programmes that have been in place for some time, and we ask speakers to consider the following questions, raised in the Section's *Guidelines for Library-based Literacy Programs: Some Practical Suggestions*, when planning presentations:

- 1 Who is our audience?
- 2 How do we start planning and developing community cooperation?
- 3 Who are our potential partners?
- 4 What materials are needed and how do we choose them?
- 5 How do we train our staff?
- 6 How do we promote our literacy program?
- 7 How can we tell if we are successful?
- 8 How do we keep our program going?

During the session a panel of experts will discuss the programmes presented, in order to share knowledge and to consider further work of this kind.

### How to submit a proposal

Proposals (300-500 words) should be sent to the address below, by **Thursday 30<sup>th</sup> December 2004**. Three papers will be selected. Final papers must not exceed 20 minutes in length when read aloud.

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University of Sheffield  
Regent Court  
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Sheffield S1 4DP  
UK  
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**Fax:** +44 114 278 0300

### Schedule

- |                    |                                  |
|--------------------|----------------------------------|
| • 30 December 2004 | Deadline to submit proposals     |
| • 28 January 2005  | Notification of acceptance       |
| • 27 May 2005      | Deadline to submit final papers. |

**The Call for Papers is also available on the Section on Reading Web site at [www.ifla.org/VII/s33/index.htm#Conferences](http://www.ifla.org/VII/s33/index.htm#Conferences) and on the "What's new?" section of IFLAnet at [www.ifla.org/whatsnew/new.htm](http://www.ifla.org/whatsnew/new.htm). The text is available in English, German, Spanish and Russian.**

Regrettably, we are not in a position to provide financial support, but a formal invitation will be issued to the authors of accepted papers. Papers must be submitted in one of the five official IFLA languages (English, French, German, Russian, Spanish).

Papers not selected for the open session may be considered for one or more of the following:

- ♣ Inclusion in a Reading Section brochure of reading promotion case studies of good practice
- ♣ Inclusion in the Reading Section newsletter
- ♣ A poster session (once you have heard the results of the review committee, please follow the instructions about submitting a proposal, available at <http://www.ifla.org/IV/ifla71/call-poster-pr2005.htm>).

**SECTION ON READING**  
**MINUTES OF THE FIRST MEETING**  
**OF THE STANDING COMMITTEE**  
**Buenos Aires, 22nd August 2004**

**Present:**

*Standing Committee Members:* John Cole, Jeremie Desjardins, Marietou Diongue Diop, Gwynneth Evans, Ivar Haug, Martine Jan, Briony Train, Maureen White, Alec Williams.

*Associate Members:* Siti Aishah Sheik Kadir.

*Other visitors:* Danielle Bouhajib, Pensri Guaysuwan, Clemencia Montalvo, Marina Novikova, José Palacios, Maria Vedenyapina, Barry Wiebenga,

**1. Introduction of Members, and apologies for absence:**

Gwynneth Evans welcomed all participants, who briefly introduced themselves. Apologies had been received from: Robert Sarjant (UK), Cynthia Lombardo (USA), Thomas Quigley (Canada), Elke Dreisbach (Germany), Valeria Stelmakh (Russia) and Catharina Stenberg (Sweden).

**2. Approval of the Agenda:**

The agenda, as printed in Newsletter No. 18 (August 2004), was approved.

**3. Approval of the Minutes (Berlin Conference, August 2003):**

The minutes were approved (*Proposed:* John Cole, *Seconded:* Briony Train)

**4. Review of the Strategic Plan (see Newsletter No. 18):**

After some preliminary remarks (*below*), Gwynneth Evans gave a full and comprehensive review of the Strategic Plan, inviting contributions from other members in the process. This review included coverage of all subsequent agenda items such as 5, 6 and 7 (*Reports*), 8 (*Programme for Buenos Aires*), 9 (*Planning Session for International Research*), 10 (*UN Decade of Literacy*) and 11 (*Pre-Conference in Oslo*).

**Initial Remarks:**

- a) Gwynneth Evans reported from the CB Meeting that our section now has 79 members (*as at September 2003*). The section's funding is actually based on a notional 80 members, allowing us increased money that has assisted publication of the *Guidelines* in French.
- b) Gwynneth noted Jesus Lau's coming workshop session (Session 114, Wednesday) on the Information Literacy Guidelines; she urged Reading Section members to attend.
- c) Gwynneth also noted Session 72 (*Information Literacy and Lifelong Learning*), which she proposed to attend on behalf of the Reading Section.
- d) Finally, Gwynneth noted the Reading Section's own programme - the Division VII Joint Meeting (No. 74), at which Briony Train would speak, the Open Session (No. 152), and the Research Meeting (No. 161).

*Review of the Strategic Plan (numbered references are to paragraphs in the plan - see Newsletter 18):*

- e) (1.1) *Library-based Literacy Programs: some practical suggestions* is now available in the following languages, and those named are thanked for their assistance in translation: French (*Martine Jan*), Spanish (*Elsa Ramirez*), German (*Elke Dreisbach*), Malay (*Siti Aishah*). A Russian translation is in progress, thanks to Maria Vedenyapina. Gwynneth Evans noted the new Children's and Young Adults Section Guidelines, and asked members to consider how our guidelines could be integrated with these. She also asked members to 'test out' the value of our guidelines in their working situations.
- f) (1.2) Gwynneth Evans thanked John Cole for continuing to highlight the Reading Section in his work with the Center for the Book, and with the International Reading Association - both of which assist the Section's contribution

to the UNESCO Decade of Literacy (2003 - 2012).

g) (1.3) Reading Centers are now open in many different regions of Russia, supported by the Open Society Institute. 'Renaissance Money' has recently funded five new reading centers. It is hoped that a further five more Centers will be opened next year, with a further five the following year. Further money has enabled an 'Out of School Reading' Project, through which 65 new children's book titles have been published. School libraries are co-operating with public libraries over this project, which also involves support from the British Council, and from local newspapers.

h) *Report on work in South Africa, by John Cole*

The Center for the Book organised a trip by US literacy workers to South Africa, to visit the three-year old Center for the Book there, in Capetown. Its main role is to promote literacy, and eleven languages are involved. The trip also included visits to schools and libraries at all levels, and a visit to the National Library in Pretoria, to hear a presentation on 'The Digital Divide'. A visit to a large urban library in Johannesburg included a talk on its outreach programmes, and an opportunity to meet broadcasting agencies, who have an interest in promoting literacy (e.g. through a South African edition of *Sesame Street*). Someone from the South African Center for the Book will be visiting the USA in the near future.

i) *Report on work in Malaysia, by Siti Aishah*

The National Library of Malaysia now has a database - 'i baca' - about reading promotion activities (see <http://i-baca.pnm.my>). Siti also showed a children's annotated bibliography (included on the website above), and mentioned the Malaysian National Reading Month in July. A 'My Favourite Read' project has used many celebrities to promote reading, sharing their favourite books. There had also been a National Reading Summit (at which Gwynneth Evans had spoken), and a National Storytelling Conference. A Reading Promotion Committee oversees all these activities, and has set up book donation programmes to help prisoners, orphanages, drug addict centres, and other disadvantaged groups. Finally, Siti showed copies of a CD with a 'National Reading Song', recorded by well-known Malaysian singers.

j) *Report on the International Reading Association, by Jose Palacios*

Jose mentioned the work of the IRA, and its website ([www.ira.org](http://www.ira.org)). This represented a bank of resources and connections, and he encouraged liaison between projects such as the ones in Malaysia, to ensure the fullest coverage of worldwide reading activities.

k) *Report on work in Senegal, by Marietou Diongue Diop*

Over the last three years, there has been a major drive to promote reading - especially in prisons and in hospitals. The main focus is to involve local writers, visiting children in hospital, for example, reading with them, and encouraging their own writing. Many librarians are helping on a volunteer basis. Donations from local francophone organisations have added to the initial donations collected locally. The second part of the project relates specifically to women in prison (this is a key issue, due to problems arising from polygamy, for example). Female writers have visited women in prison, and their discussions have begun with reading but extended into more general areas of support. Collections of books are sent beforehand, and are available for the women to read afterwards. One of the earlier problems with this project is that different Government Ministers are involved; now, thanks to the intervention of the Minister for Culture, different strands are being brought together, and an important 're-structuring of responsibility' is taking place, which will clarify direction. To sustain the project, four novels have been chosen - these will be recorded (in several national languages) and distributed to non-readers.

Marietou's post has now changed - she is no longer Director of the Book Project - and there is considerable uncertainty about her future role.

l) *Report on Latin America, by Clemencia Montalvo*

Clemencia Montalvo reported on her work at a Centre for Reading Promotion, which involved 21 Latin American countries. A meeting of experts from the partner countries had recently been held to assess progress - this was especially needed as achievements had not always been recorded in the past. Clemencia was interested in learning about the Reading Policies of different countries, to avoid 're-inventing the wheel'. Next year, a new programme ('Eliminator'), would be looked at by all 21 countries, plus Spain and Portugal. UNESCO is very much 'the mother

and father' of this programme, helping to encourage the infrastructure, and the WSIS summit will also be of importance. Clemencia asked any members who knew of appropriate websites, to pass them on to her.

m) *Report on Europe, by Barry Wiebenga*

Barry Wiebenga reported briefly on the European platform for reading promotion, 'Eu-read' (see [www.eu-read.com/categories.html](http://www.eu-read.com/categories.html)). Hosted in the Netherlands, this site includes partners from several European countries, sets out a manifesto for reading promotion, and collects news of initiatives.

n) (1.4) Briony Train reported on the Reading Section's website. The organisation had been re-organised, to display a lot more current information, with re-organisation of past information as archive material. There were many new links now, to other organisations' sites - but Briony welcomed more suggestions for links. Briony also invited feedback from members on the site - does it meet their needs? The text of the Guidelines document is on the website, now in seven languages; Briony requested that the Russian translation, currently being done, should reach her as a pdf file. Extra pages on the site now include past conference papers, though Briony noted that due to IFLA guidelines, there were limits on some features the site could have. Finally, Briony reported that the French language group was producing a CD-ROM of translated previous conference papers. Gwynneth Evans thanked Briony for all her recent work on the website.

o) (2.1) Maureen White reported progress on the list of 'Reading Celebrations' - she showed a draft list, prepared with the help of a student, and asked for members to look through it and provide any additions. Briony Train would ask Maureen White to provide an explanatory note about the list, including what type of contributions were sought, and an email address for contributors; she would also seek a 'Word' format copy of the list. Briony would forward this copy, and accompanying text, to section members and others present at meetings, asking them to add any new events; *the deadline for this would be 1st November 2004.*

Finally, Briony would then put this augmented version on the section's website, and would email the IFLA-L listserv with this text and link, to ask for further contributions.

John Cole thanked Maureen for her work, and reinforced that celebrations for *all* ages should be included, and added to the many children's events on the list.

Pensri Guaysuwan mentioned a Sri Lankan event for possible inclusion - to be held in Columbo from 3rd to 5th November 2004; she would be providing more information at a poster session. She also mentioned a UNESCO-supported Thailand project regarding school libraries, to be held from 18th to 20th October 2004.

p) (2.4) Gwynneth Evans reported on a meeting with Ann Clyde of the School Libraries Section, in connection with a joint proposal for the Pre-Conference at Oslo in 2005. The proposal would also involve the Information Literacy Section, and the Continuing Professional Development and Workplace Learning Section. The proposed theme was to be: *Literacies in the 21st Century*. Day 1 would have a general Literacy theme, involving a keynote speaker, then group work. Day 2 would look at Information Literacy, with work on the IFLA Information Literacy document. Day 3 would involve working with the CPD & WL Section, looking at applying the conclusions locally, and the competencies required. Gwynneth asked anyone who wanted to become involved in the Pre-Conference to get in touch with her.

q) (2.5) John Cole agreed to look into the status of the 'Reading Handbook' proposal.

r) (3) Briony would send out a template for contributions to the website.

s) (4) Gwynneth Evans had looked at other sections' brochures. She found them very 'generic' in character, and suggested that the Reading Section revise its brochure, offering it in various languages.

## 5. Close

There being no other business, the meeting closed, and members joined together in a nearby restaurant for an informal lunch.

*Alec Williams*  
*September 2004*

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**SECTION ON READING**  
**MINUTES OF THE SECOND MEETING**  
**OF THE STANDING COMMITTEE**  
**Buenos Aires, 28th August 2004**

**Present:**

*Standing Committee Members:* John Cole, Marietou Diongue Diop, Gwynneth Evans, Ivar Haug, Martine Jan, Briony Train, Alec Williams.

*Associate Members:* Siti Aishah Sheik Kadir, Elsa Ramirez.

*Other visitors:* Corrado Di Tillio (Italy), Adele Fasick (USA), Annick Guinery (France), Grace Kempster (UK), Sibongiseni Mbongwe (South Africa), Jacob Moelenyane (Botswana), Clemencia Montalvo (Colombia), Genevieve Patte (France).

**1. Introduction of Members, and apologies for absence:**

Gwynneth Evans welcomed all participants, who briefly introduced themselves. Apologies had been received from: Robert Sarjant (UK), Maureen White (USA), Cynthia Lombardo (USA), Thomas Quigley (Canada), Elke Dreisbach (Germany), Valeria Stelmakh (Russia), Jeremie Desjardins (France) and Catharina Stenberg (Sweden).

**2. Debriefings from Conference meetings:**

a) *Joint Division VII Meeting, 23rd August:*

Briony Train reported on her contribution to this meeting. She felt the paper had been well received, but expressed concern that it was the only paper focussing purely on 'literacy'; most of the other papers had taken 'information literacy' as their theme. John Cole congratulated Briony on her paper; he felt that any information literacy emphasis had been coincidental rather than deliberate.

b) *Reading Section Open Session, 27th August:*

Siti Aishah, Genevieve Patte and Martine Jan all congratulated the section on its Open Session; Martine herself 'had heard nothing but good about it' from other delegates. Alec Williams commented on the useful summaries, and added that approximately 195 people had attended. Briony Train commented that the final line-up of only three speakers was fortunate; she recommended that a maximum of three speakers should be chosen in any future two-hour sessions. Comments were made about poor use of PowerPoint (e.g. too much text, at too small a size), and it was agreed to stress this further, in future briefs for speakers.

Gwynneth Evans thanked Briony Train, Elsa Ramirez and Jeremie Desjardins for their work in organising the session, including the difficult task of selecting from the initial 34 papers submitted.

There was discussion about which of the papers to suggest as an article in the IFLA Journal; after a vote amongst section members, it was agreed that Clemencia Montalvo's paper be suggested for publication.

c) *Research Session, 27th August:*

John Cole commented on the difficulties during the early part of the session, but agreed it had been a useful meeting. He mentioned again his proposal for a new brochure, to complement the existing Guidelines brochure, featuring a small number of reading promotion case studies. There was a brief discussion on the format of the existing Guidelines, which it was agreed were satisfactory. Grace Kempster suggested that the IFLA call for 'Success Stories' in connection with the WSIS summit may provide a possible format - and potential content.

There was discussion on the importance of evaluation, which members thought was a key point from the meeting. Jose Palacios's IRA research proposal was once again noted.

Gwynneth Evans's colleague, Ann Curry, was thanked for her work in facilitating the early part of the session.

**3. Programme for Oslo, 2005:**

a) *Pre-Conference*

Gwynneth reminded members of the provisional details for our joint Pre-Conference in Oslo. It would be from 12th

to 14th August, would run for 2.5 days in all, and be held jointly with the School Libraries and Resource Centres Section (with additional input from the CPD & WL Section). The theme would be 'Literacies for the 21st Century', and the draft programme was as follows:

- Day 1 Theme: Literacy. Kay Raseroka has been approached as keynote speaker.
- Day 2 Theme: Information Literacy. Speaker TBC, plus case studies.
- Day 3 Theme: Training for Library Programmes. Involvement of CPD & WL Section.

The main contact in the partnership would be Ann Clyde, who would be the overall Chair, and would produce the programme. Gwynneth had agreed to work on links with IFLA, meals, cultural elements, etc.

Gwynneth Evans and Ann Clyde had met with Kay Raseroka and Aex Byrne, to ask:

- if our theme was appropriate (KR and AB had welcomed this)
- if Kay Raseroka would speak (she is currently considering this), *and*
- if there are any other IFLA documents that could be used in the course of workshop sessions.

Gwynneth Evans asked for names of those who would take a role in planning the Pre-Conference. Ivar Haug, John Cole, and Alec Williams offered to be involved.

#### b) *Conference Sessions:*

Topics suggested for our section's sessions included: 'Reading Promotion Partnerships', and 'Looking to the Future'. Asked who would be willing to contribute to the planning of the sessions, Jeremie Desjardins, Elsa Ramirez, Clemencia Montalvo, Martine Jan and Briony Train offered to be involved. Corrado Di Tillio offered to provide input from Italy, and Grace Kempster offered contacts for German and Russian items.

John Cole suggested that if 'partnerships' were to be the theme (picking up on Alex Byrne's upcoming Presidential theme), it would be useful to target specific partners as speakers, in addition to any proposed call for papers.

Grace Kempster asked if the 2005 Gothenburg Book Fair could provide a potential sponsor for either the Conference sessions or the Pre-Conference event.

#### **4. Development of Section Priorities, 2004 - 2005:**

This had largely been covered by the survey of the Strategic Plan in the first meeting (22nd August), and by other discussion during the present meeting.

#### **5. Possible links with other sections:**

Gwynneth Evans asked members for suggestions of other organisations with whom the Reading Section could link. Suggestions included:

- CERLAC
- Joie par les Livres
- SADEC (Couth African Development Community)
- International Reading Association (IRA)
- International Board on Books for Young People (IBBY)
- Book Aid International.

#### **6. Section projects:**

There was discussion on the development of a database of reading promotion case studies, that could contribute towards the proposed new brochure (see 2c, above). Gwynneth Evans asked if a template should be devised for entries, and after discussion it was agreed that the 'eight questions' structure of the first brochure would provide such a template in itself. Members of the sections agreed to seek potential projects from their own geographical areas.

#### **7. Reports from members:**

##### a) *Martine Jan*

Martine Jan commented on her work with the 'bibliobus' libraries, and was interested to hear more about the African experience of this.

b) *Marietou Diongue Diop*

Marietou outlined the difficult situation regarding her post (she is fighting a proposed dismissal). Members expressed sympathy and support, and Gwynneth Evans confirmed that Marietou would still be very welcome to stay as a reading section member.

c) *Gwynneth Evans*

Gwynneth mentioned the *Media Awareness Network*, a Canadian project in which she is involved, whose work included work ensuring internet safety for young people, using suggestions from young people themselves.

d) *Briony Train*

Briony gave a brief report from her attendance at the recent Information Co-ordinators meeting, and mentioned the following points:

- i) Our section's choice of paper for publication needs to be done within a week. (*Our choice - see 2b above - has since been submitted*)
- ii) Terry Kuny is now assisting Sophie Felfoldi with the IFLA website, so progress should be faster.
- iii) The IFLA website gets an average of 58,000 hits a month.
- iv) Could members look at the reading section site? Is the structure satisfactory? Is there anything on the site that now needs archiving?
- v) Unfortunately, the site guidelines preclude database files, so it may not be possible to incorporate Siti Aishah's database.

**8. Any other business**

a) Clemencia asked whether the video made in connection with her reading promotion work could be put on the section website. Briony would check - if this was not possible, information on the video would be included.

b) Grace Kempster mentioned the British Council's new 'manifesto' on reader development, *Under the Skin*, written by Alec Williams. She asked for a British Council link from our site. Grace also mentioned a database of 120 reading projects, and two other British Council initiatives: *Words on Words*, an event in Buenos Aires immediately following the IFLA conference, and *Africa @21*, which connected eight public library services in the UK with counterparts in Africa.

c) Sibongiseni Mbongwe outlined her work overseeing fourteen resource centres. Public Libraries in South Africa have a 'Storytelling Club' of librarians, who train each other; storytelling is done in English and in several local languages. Public Libraries also have reading clubs. The Education Department in South Africa runs a variety of projects, including 'Read for Yourself', 'Everyone Read', and 'Born to Read'; the last one is similar to the UK's *Bookstart* project, involving new parents and their babies.

*Alec Williams*

*September 2004.*

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## SECTION ON READING STRATEGIC PLAN 2004-2005

### MISSION

The mission of the Reading Section is to assist IFLA in effectively fulfilling one of its key professional priorities: promoting literacy, reading, and lifelong learning. This priority is comprehensive in its understanding of literacy, from basic literacy to information literacy, its understanding of reading and of lifelong learning. (See the description of this priority)

In undertaking support for and coordination of activities related to literacy, reading and lifelong learning that increase the literacy of all people, the Reading Section recognizes the importance of President Raseroka's theme for 2003-2005: Libraries for Lifelong Literacy and also the UN Decade of Literacy 2003-2012. It will develop a plan to ensure the contribution of libraries to this Decade for approval by

IFLA.

The nature of this professional priority ensures that strong programming related to research, education and training and best practice will, by extension, support the other priorities: supporting the role of libraries in society; defending the principle of freedom of information; preserving our intellectual heritage; developing library professionals; promoting standards, guidelines and best practices; representing libraries in the technological marketplace; providing unrestricted access to information; balancing the intellectual property rights of authors with the needs of users; and promoting resource sharing.

As literacy is the foundation of the work of all division and sections, the Reading Section welcomes the opportunity to work cooperatively. It is pleased to act in an advisory capacity to any section wishing to know more about the role of libraries in literacy and reading promotion programmes.

**GOALS:**

1. Help libraries worldwide develop projects and programmes that encourage and support literacy, reading, and lifelong learning.

**Actions**

1.1 To distribute, demonstrate and promote the use of the brochure "Library-Based Literacy Programs: Some Practical Suggestions"; to promote its translation into all of IFLA's official languages and as many national languages, as possible; to make the translations accessible on the web; and, where possible, to support the printing of those in IFLA languages.

1.2 To develop a plan to be considered by the Governing Board to assist IFLA and its members to mark the UNESCO Decade of Literacy (2003-2012) and to ensure the contribution and recognition of libraries in research and the development and practice of literacy, reading and lifelong learning, taking into account the diversity of cultures, languages and economic and social circumstances.

1.3 To continue to develop, share the results, and possibly expand to other nations the "Book Centers" reading promotion project launched in 2001 by Russian and U.S. reading promoters with the support of the Open Society Institute (now the Pushkin Library Foundation).

1.4 To serve, through IFLANET and with links to and with other Web sites, as a clearinghouse for information about literacy and reading promotion projects/programmes and events worldwide.

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

**Actions**

2.1 To identify and encourage the sharing of best practices in the sponsoring of appropriate events and celebrations, in cooperation with other national and international cultural, literacy, and reading organizations (e.g., marking International Literacy Day (8 September) in cooperation with the International Reading Association and its national associations and the International Literacy Network; marking World Book and Copyright Day (23 April) in cooperation with UNESCO and its national commissions; and to honour specific achievements in the worlds of literacy and reading development in cooperation with the International Book Committee, the International Board for Books for Young People (IBBY) and other groups, such as the International Reading Association and its national/regional associations)

2.2 To take part in the Division VII's Programme

2.3 To plan a pre-conference seminar at the 2005 IFLA conference in Norway, in conjunction with another section, relevant to the interests and professional development needs of their members

2.4 To plan an open session at the 2005 IFLA conference in Norway on the theme "Libraries, Literacy and Partnership: Voyages and Discoveries."

2.5 To publish, in cooperation with the Center for the Book in the Library of Congress and the Pushkin Library Foundation, a reading promotion "handbook" that illustrates and describes good ideas for promoting reading from around the world.

3. Monitor, promote, and disseminate research and research results about reading, readers, reading promotion, literacy, and library services to readers.

#### **Actions**

3.1 Building on the Section's 2001-2002 survey of reader-centered services in public libraries, to encourage extending the research and research methodology to Spanish and Russian-speaking public libraries.

3.2 To continue and strengthen the "Reports on Current Research in Reading and Literacy" column in the Section on Reading Newsletter.

3.3 To ensure that the papers presented at the Reading Section's Open Session at the 2003 conference in Berlin are on IFLANET, and to encourage the publication of the papers as widely as possible in relevant journals and newsletters.

4. Increase membership on the Standing Committee and in the Section on Reading.

#### **Actions**

4.1 To update and publish on IFLANET and, if possible, in print versions, the Section's membership brochure. Eventually it should be available in all official IFLA languages.

4.2 To increase the Section's visibility by cooperating more actively with organizations outside IFLA and with IFLA units that have similar interests.

4.3 To systematically publicize the Section's activities and encourage more IFLA institutional members to join the Section on Reading.

December 2004

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## **INTERNATIONAL OBSERVANCES AND FORTHCOMING EVENTS**

### ONGOING

March (3 <sup>rd</sup> Monday)	World Poetry Day < <a href="http://www.unesco.org/culture/creativity/literature/html_eng/poesie1.shtml">www.unesco.org/culture/creativity/literature/html_eng/poesie1.shtml</a> >
2 April	International Children's Book Day < <a href="http://www.ibby.org/Seiten/04_child.htm">www.ibby.org/Seiten/04_child.htm</a> >
23 April	World Book and Copyright Day < <a href="http://www.unesco.org/culture/bookday">www.unesco.org/culture/bookday</a> >
3 May	World Press Freedom Day < <a href="http://www.un.org/depts/dhl/press/">www.un.org/depts/dhl/press/</a> >
8 September	International Literacy Day < <a href="http://www.unesco.org/education/educnews/lid_97/lid_eng.htm">www.unesco.org/education/educnews/lid_97/lid_eng.htm</a> >

2003 - 2012

United Nations Literacy Decade

<[portal.unesco.org/education/en/ev.php-URL\\_ID=5000&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201.html)>

2005

31 July - 3 August

Zagreb, Croatia  
European Conference on Reading  
<[www.hcd.hr/conference/index.php](http://www.hcd.hr/conference/index.php)>

14 - 18 August

Oslo, Norway  
World Library & Information Conference/71<sup>st</sup> IFLA general conference  
<[www.ifla.org/IV/ifla71/index.htm](http://www.ifla.org/IV/ifla71/index.htm)>

22 - 26 August

Ezulwini Valley, Swaziland  
4<sup>th</sup> Pan-African Conference on Reading for All  
<[www.reading.org/downloads/meetings/panafrican/ccira\\_tour.pdf](http://www.reading.org/downloads/meetings/panafrican/ccira_tour.pdf)>

27 - 29 August

Penang, Malaysia  
LITCON 2005: The Fourth International Literacy Conference  
<[www.reading.org/downloads/international/2005\\_litcon\\_flyer.pdf](http://www.reading.org/downloads/international/2005_litcon_flyer.pdf)>

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**Programs and Research in the USA Related to the Interests of the Section on Reading**

by Cindy Lombardo, Standing Committee Member

1. The first is the joint project of the Public Library Association and the Association for Library Service to Children (a division of ALA) called "Every Child Ready to Read @ Your Library." The Web site is:  
[www.pla.org/earlyliteracy.htm](http://www.pla.org/earlyliteracy.htm)

This program targets the parents and caregivers of three age groups: early talkers (birth to 2); talkers (2 and 3 year olds); and pre-readers (4 and 5 year olds). Materials are contained in a kit that includes: training DVD and manual, resource notebook with a bibliography, brochures, four program videos [Born to Succeed, Hear & Say Reading, I Am Your Child, and Playing Around with Words), poster, cards for the "Say It Slow, Say It Fast" game, and bookmarks.

The cost for the kit is \$295.00. Questions can be referred to PLA/ALSC at 800/545-2433 extension 5752. I had planned to bring information brochures and order forms to the conference but all the information can be obtained on the website, including an extensive section on background research for the project as well as examples of the impact this program has had in various communities across the country.

2. The Ohio Department of Education has developed a series of booklets for parents and caregivers that deal with the new state standards for education, including reading and preparing for kindergarten. These booklets include sections on various aspects of language arts (phonetic awareness, word recognition and fluency, acquisition of vocabulary, the reading process, and reading applications for both informational and literary text). The Web site is: [www.OhioAcademicStandards.com](http://www.OhioAcademicStandards.com). Toll free number to request copies is: 1/877/OHIOEDU. Development and printing of the booklets was funded by the US Department of Health and Human Services Head Start Collaborative Project.

3. Battelle for Kids (a learning partnership of the Ohio Business Roundtable) publishes "How to Help Your Child

Succeed in School: A Guide for Parents and Families--Reading and Writing K-12). This is a very attractive and user-friendly full color publication that provides an overview of the English Language Arts Standards with specific activities for each grade level and a list of resources. Copies can be ordered by calling 614/469-5966.

4. There is an article in the January/February 2004 issue of Public Libraries titled "Mother Goose on the Loose: Applying Brain Research to Early Childhood Programs in the Public Library" written by Betsy Diamant-Cohen that describes a very successful program in place at the Enoch Pratt Public Library in Baltimore for children from birth to age 5 along with their parents.

5. The Web site ([www.BuildLiteracy.org](http://www.BuildLiteracy.org)) is administered by the ALA Office for Literacy and Outreach Services and is funded by Verizon. The Web site features first-hand information about how public libraries and literacy programs work together to build stronger community-based literacy partnerships. This is an outstanding resource for locating literacy coalitions around the country and learning what they offer.

6. The Arlington County (Virginia) libraries have partnered with Reading Rockets ([www.readingrockets.org](http://www.readingrockets.org)) to help parents find strategies to assist their children in becoming better readers. The contact person in Arlington is Sharon Grover, Youth Services Collection Specialist. Sharon can be reached via phone at 703/228-5980 or by email to [sgrove@arlingtonva.us](mailto:sgrove@arlingtonva.us).

7. A colleague recommends "The Role of After School Programs in Children's Literacy Development" by Julie Spielberger and Robert Halpern. Chapin Hall Center for Children at the University of Chicago, 2002.

8. Native American children in central and northern New Mexico will soon tune in to custom-made programs of the PBS show "Between the Lions." A \$750,000 federal grant paid for a collaborative effort among the Taos Pueblo Head Start, WGBH in Boston, and a local public television station (KNME-TV) to produce 15-minute segments for 4-7 year olds that focus on literacy of Pueblo, Apache, and Navajo populations. The broadcasts are designed to reinforce the literacy curriculum in schools and introduce phonics instruction for at-risk preschoolers in local Head Start programs.

9. The National Urban League (<http://www.nul.org/programs/education/read-rise.html>) has produced a new, free early literacy magazine aimed at improving reading achievement among African-American children by educating parents on child development and giving them activities and resources to boost their children's reading skills. The first issue of *Read and Rise* will be available in December.

#### Other Programs

[www.tdwaterhouse.com/firstbook](http://www.tdwaterhouse.com/firstbook)

(This is a program developed by TD Waterhouse designed to donate 50,000 new books to disadvantaged children and youth--in essence a virtual book drive. Cool concept!)

[scarlettg@booksontape.com](mailto:scarlettg@booksontape.com)

(Contact for a free 12-page booklet called "Audiobooks & Literacy: An Educator's Guide to Utilizing Audiobooks in the Classroom" that describes the benefits of listening to stories and provides practical suggestions on how to use these tools in the classroom.)

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## Reading Promotion at Book Aid International(BAI)

by Robert Sarjant, Standing Committee Associate Member

One of BAI's current goals is to support our partner libraries to reach out into their communities to attract readers, and to promote reading as the basis for education and the creation of independent learners and citizens. In the last year, BAI has developed several new initiatives to help make this goal a reality:

1. East African Book Development Association (EABDA) Reading Tents Project: BAI is currently working with

EABDA to support this project through book provision, training in reading promotion, and identifying best practice in running reading tents. It is taking place in Uganda, Tanzania and Kenya, and the emphasis is on making reading fun. Activities such as storytelling, drama and art, as well as reading, are able to take place in an informal relaxed setting (we have also put in a proposal to develop a reading promotion project in Uganda to include training for teachers, the development of a book box system in two rural disadvantaged districts, and reading tents for sensitisation - we await news on the funding for this)

2. Reading Around the World: On World Book Day, BAI organised another Reading Around the World bringing together children from 10 partner libraries and 10 in the UK. Children from countries as far apart as Namibia, Palestine and Mongolia used the book *The Encyclopaedia Of People* published by Dorling Kindersley to explore their culture and learn about other countries.

3. Training for partner librarians: Librarians from our partner libraries are able to come to BAI as part of our Exchanges and Training Programme. As well as selection of books, they are able to get training in the UK. For example, Victoria Anthony, a children's librarian from Sierra Leone was recently able to spend some time with Essex libraries, renowned in the UK for leading the way in reader development initiatives. She also attended a British Council workshop on Children as Readers, funded by Reed Elsevier, as part of the project below.

4. Supporting reading communities in Sierra Leone and Namibia: Reed Elsevier have agreed to initial funding for this project. Both these countries have large disadvantaged populations recovering from recent histories of turmoil and civil war. Reading promotion activities will take place on special days such as World Book Day, World Aids Days or Family Days. Training and books will be provided, including purchase of African books if funding is secured longer term.

5. Outside of reading promotion, but of interest to this section, we are also raising awareness on best practice in book donations with CODE, the Sabre Foundation and UNESCO. For example, CODE will be highlighting the issue at the next IRA Africa Reading for All conference in Swaziland, 2005. We also hope to produce simple guidelines that will help all interested parties target donations to need, modelled on the Reading Section's Literacy guidelines.

A Reading Promotion page features in our newsletter, BookLinks, available on our Web site - see [www.bookaid.org](http://www.bookaid.org)

For more information on these projects, please contact [robert.sarjant@bookaid.org](mailto:robert.sarjant@bookaid.org)

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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>.

This newsletter is edited by Standing Committee member John Y. Cole, Director, Center for the Book, Library of Congress, and produced and distributed by the center with the assistance of Maurvене D. Williams, Program Officer, and Patricia White, Executive Assistant.

 **Reading Section:** <http://www.ifla.org/VII/s33/index.htm>