



The International Federation of Library Associations and Institutions

Section on Literacy and Reading

Newsletter no 27

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Ivanka Stricevic
The Chair of the Section.
Univeristy of Zadar, LIS
Department. Zadar, Croatia

Note from the Chair of the Section

Dear Colleagues!

We have some good news for you! After the nomination process for the IFLA sections' standing committees from the beginning of 2009, our Section stands stronger than before. With six new members our section now includes a total of fifteen. The new members come from Italy, Canada, US, the Netherlands, South Korea and Mexico. I am certain that their experience in the field of literacy and reading will contribute to the realization of the Section's goals and make its work more dynamic.

Since the last issue of the Section's News was published we have been working hard. This summer, the Section is in charge of two programs in Italy, who hosts the WLIC. The Preconference in Rome, which is co-organized with the Libraries for Children and Young Adults Section and our Italian partners, will focus on strategies in organizing national reading campaigns. Over two days (August 19-20) we will share good library practices from a number of countries and discuss possible ways of "raising a nation of readers" which is a main role of every library, especially those libraries who work with youth. Nowadays, there are many different agents in the field of reading and literacy development, which is a challenge for libraries in every country. Reflections on co-operation strategies and on good practices that can be used to face this challenge might give some new insight and provide useful solutions.

The program in Milan (August 24) is organized in co-operation with the Information Literacy Section. Literacies of the 21st century will be highlighted in presentations and guided discussions in what we hope will be a dynamic session. We will discuss various kinds of literacy, from print, cultural, visual and information literacy to multimodal and transliteracy. We hope that many of you will join to enrich these programs with your experiences and visions.

Your contributions are also essential in the Section's official meetings in Milan (August 22 and 25) when the Standing Committee will discuss both ongoing projects with IRA and IBBY and possible new projects. Those of you who cannot attend the Preconference in Rome and the main IFLA Conference in Milan are invited to communicate by e-mail. Keep visiting the IFLA web page and available proceedings and send contributions for the News!

Share your ideas and experiences with us, advocate for a literate society and a role for the libraries and the librarians in it and be a part of the network of those who are trying to cope with the challenges of today's global information society. Hope to meet you in Italy this year!

Note from the Newsletter Editor

Dear colleagues,

I hope you will find this issue interesting, and that you all are looking forward to the pre-conference in Rome and the IFLA-conference in Milan in August.

The June issue features news from several parts of the world, contributed by the Section's members and colleagues. We have special reports from India, Ethiopia, England, Norway and also worldwide activities.

You will find the schedules and agenda for our Standing Committee meeting in Milan and the program and conference site for our pre-conference "Raising a Nation of Readers" in Rome. The policy statement on Internet and Children's Libraries, gathered on the IFLA-conference in Durban 2007 is also printed in this issue.

I wish to thank the members for their contributions to this issue. I hope you will enjoy reading this issue of our Newsletter, and I look forward to meet you in Milan and at our pre-conference in Rome.



Leikny Haga Indergaard
News editor

Raising a Nation of Readers: Libraries as Partners in National Reading Projects and Programmes

Costruire un paese di lettori:

Le biblioteche partner nei progetti e programmi nazionali di promozione

Pre-Conference IFLA / Pre-Conferenza IFLA
Rome, August 19-20, 2009

Sponsored by / Organizzato da:

- IFLA Literacy and Reading Section
- IFLA Libraries for Children and Young Adults Section

Cosponsored / Insieme a

- Istituzione Biblioteche del Comune di Roma
- Goethe-Institut Italien
- Associazione Italiana Biblioteche

Auditorium del Goethe-Institut Italien, Via Savoia 13-15, Roma
English and Italian simultaneous translation / Traduzione simultanea in inglese e italiano

Programme

WEDNESDAY, AUGUST 19, 2009 / MERCOLEDÌ 19 AGOSTO 2009

- 9.00 Registration / Registrazione
9.30 Opening of the Conference / Apertura della Conferenza
9.40 Key speaker / Ospite d'onore Paolo Traniello (RomaTre University): Reading as a pleasure and as a tool / La lettura come piacere e come strumento

10.00 **Theme I. Starting with the youngest / Tema I. Cominciare dai più piccoli:** chairman/ moderatore Ingrid Bon

Kerstin Keller-Loibl (University of Leipzig, Germany) **The necessity of language and reading promotion in early childhood: experiences at public libraries in Germany** / La necessità della promozione del linguaggio e della lettura nella prima infanzia: esperienze nelle biblioteche pubbliche In Germania

Giovanna Malgaroli and Stefania Manetti (Nati per leggere National Committee, Italy) **"Nati per leggere": a national programme to enhance literacy and health in small children through reading aloud** / Nati per leggere: un programma nazionale per promuovere la literacy e la salute nei bambini piccoli attraverso la lettura a voce alta





11.30-12.00 **Coffee Break/ Pausa Caffè**

Zubaidah Mohsen (National Library Board, Singapore) **"Born to read, Read to Bond": a national reading initiative for young children** / [Nati per leggere, Leggere per entrare in relazione]. Un progetto nazionale di lettura per i piccolissimi

Terry Robertson (University of Massachusetts, Lowell, USA) **What kinds of picture books evoke language from preschoolers?** / Quali libri illustrati stimolano il linguaggio dei bambini in età prescolare?

Ahmed Ksibi (Higher Institute of Documentation, Tunis, Tunisia) **Promotion of reading in the Arab world: success and failure/** Promozione della lettura nel mondo arabo: successi e insuccessi

13.30 **Break/ Pausa**

14.30 **International books for children 0-3 exhibition by NPL and IBBY: opening/** Mostra internazionale dei Libri per bambine/i da 0 a 3 anni realizzata da NPL e IBBY: inaugurazione; **Visit to European Library** / Visita alla Biblioteca Europea

15.30 **Theme II. Management decisions and strategies** / Decisioni e strategie di gestione: chairman/moderatore Ivanka Stricevic

Rogelio Blanco Martínez (Books, Libraries and Archives, Ministry of Culture, Madrid, Spain) **To read or not to read, this is the question: national reading plan**

"Fomento de lectura" / Leggere o non leggere, questo è il problema. Il piano nazionale di lettura "Fomento de lectura" Josiane Polidori and Lianne Fortin (Library and Archives, Ottawa, Canada) **TD summer reading club ... A partnership in motion** / Il circolo di lettura estivo TD ... un'alleanza in movimento

16.45-17 **Break/ Pausa**

Takeshi Sakabe and Kazuko Yoda (Japan Library Association, Tokyo, Japan) **National reading campaigns for local networks in Japan** / Campagne nazionali di lettura per le reti locali in Giappone

Henk Kraima and Marieke Verhoeven (Foundation Collective Propaganda Nederlandse Boek, Amsterdam, The Netherlands) **The National Reading Days** / Le giornate nazionali della lettura

Flavia Cristiano (Ministry for Cultural Heritage and Activities, Centre for Book and Reading, Rome, Italy) **October, it's raining books: places for reading** / "Ottobre, piovono libri": i luoghi della lettura

Elizabeth D'Angelo Serra (Fundação Nacional do Livro Infantil e Juvenil, Rio de Janeiro, Brazil) **The work of IBBY, Brazil** / Il lavoro dell'IBBY in Brasile

18.30 Discussion and comments referring to the first day

20.30 **Cultural Evening/** Serata culturale Palazzo delle Esposizioni, Via Nazionale 194 (seats are limited / posti limitati)

THURSDAY, AUGUST 20, 2009 / GIOVEDÌ 20

AGOSTO 2009: MODERATORE: LUISA MARQUARDT

9.00 **Opening** / Inizio Conferenza

9.15 **Presentation of IFLA Sections** / Presentazione sezioni IFLA

Ingrid Bon (Biblioservice Gelderland, The Netherlands) and Ivanka Stricevic (University of Zadar, Croatia) **Libraries' role in reading promotion for youth: presentation of IFLA Libraries for Children and Young Adults and Literacy and Reading Sections** / Il ruolo delle biblioteche nella promozione della lettura per i giovani: presentazione delle Sezioni IFLA Libraries for Children and Young Adults e Literacy and Reading

9.45 **Theme III. Good practices as building blocks/ Buone pratiche per iniziare bene**

Barbara A. Genco (Pratt Institute School of Library and Information Science, New York, USA) **"Reading is fundamental" and "First Books": two successful literacy partnership models** / "Reading is fundamental" [Leggere è fondamentale] e "First Books" [Primi libri]: due modelli di alleanze efficaci per la literacy

Gerald Leitner (Austrian Library Association, Vienna, Austria) **Winning or losing a generation** / Conquistare o perdere una generazione

Viv Bird (Booktrust, London, UK) **Engaging health professionals in bookgifting** / Impegnare gli operatori professionali della salute nel dono dei libri

11.00-11.30 **Break/ Pausa**

Tilka Jamnik (Centre for the Children's

Literature and Librarianship, Ljubljana, Slovenia) **The Slovene Library-Museum MEGA Quiz** / Il MEGA-Quiz di Biblioteche e Musei della Slovenia

Adrian Guerra ("Ruben Martinez Villena" Metropolitan Public Library of Havana, Cuba) **National Portrait Gallery of Children's Authors** / La Galleria nazionale dei ritratti degli autori per ragazzi

H. Inci Önal (Hacettepe University, Ankara, Turkey) **Essential Reading Experiences in German, Iranian and Turkish School Libraries** / Esperienze essenziali di lettura nelle Biblioteche scolastiche tedesche, iraniane e turche

Sook Hyeun Lee (National Library for Children & Young Adults, Seoul, South Korea) **Key Role of the National Library on Reading Promotion for Children and Young Adults in Public Libraries** / La funzione strategica della Biblioteca Nazionale nella promozione della lettura per ragazzi e adolescenti

13.30 **Closing of the Conference/ Chiusura della Conferenza**

Information / Informazioni segreteria organizzativa

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www.comune.roma.it/biblioteche/IFLASatellite-meeting

www.goethe.de/satellitemeeting

WLIC: 75th IFLA General Conference and Council,
Milan, Italy

Standing Committee of the Literacy and Reading Section

Standing Committee meetings:

Saturday 22 August 2009, 14.30-17.20

Tuesday 25 August, 08.00-9.30

Agenda

1st Meeting:

1. Welcomes and Apologies for Absence; Introduction of Members and Observers
2. Approval of Agenda
3. Elections of the Officers – the Chair and the Secretary of the Section
4. Elections of Treasurer, Information Officer and Newsletter Editor (appointed positions)
5. Minutes and matters arising from previous SC meetings in Quebec 2008 (See the Minutes in Section Newsletter, No 26 January 2009)
6. Report from the Chair/Treasurer
7. Report from the Secretary
8. Report from the Newsletter Editor
9. Report from the Information Co-ordinator
10. Report from the CB meeting (held in Milan prior to the SC meeting)
11. Reports on projects
12. Milan Conference schedule and discussion on session's organisation and members' duties
13. Report from Pre-conference held in Rome 19-20 August: "Raising a Nation of Readers"
14. Working groups for the Brisbane Conference planning and for future projects

2nd Meeting

15. Proposals for projects 2009-2010, discussion
16. Strategic Plan updates and development of Section's Priorities, 2009-2010
17. Milan Conference evaluation: debriefing on session "Libraries promoting twenty-first century literacies"
18. Conference planning and discussion: Brisbane 2010
19. Selection of paper to be published in the IFLA Journal
20. Reports from SC members - Incoming members welcome to introduce their work to the Committee
21. Any other business or reports



Libraries promoting twenty-first century literacies

Literacy and Reading and Information Literacy Sections

SESSION: MONDAY 24 AUGUST, 09.30-12.45

It is no longer enough to be simply print literate in the twenty-first century. The complex world in which we now live requires fluency in many literacies. Through formal presentations and group discussions, this program will explore the ways in which libraries can actively promote multiple literacies.

The program will feature a key note and seven invited papers, each focusing on a different twenty-first century literacy and time will be allowed for a moderated discussion by attendees.

Programme:

KEYNOTE SPEECH:

- Transliteracy: take a walk on the wild side
SUSIE ANDRETTA (London Metropolitan University, London, UK)

PRESENTATIONS:

- Broad Horizons: The Role of Multimodal Literacy in 21st Century Library Instruction
SEAN CORDES (Western Illinois University, Macomb, USA)
- A method for the design, delivery and evaluation of an information literacy programme for development workers studying Participation, Power and Social Change

MARK HEPWORTH (Loughborough University, Loughborough, United Kingdom) and JULIE BRITTAIN (Institute of Development Studies, Brighton, United Kingdom)

- Community Learning Centre (CLC): Developing a Learning Society in Bangladesh
SAFIQUL ISLAM (BRAC, Bangladesh)
- A constructivist approach to media literacy education: The role of the library
KIM E. MOODY (Queensland University of Technology, Brisbane, Australia)
- Effects of Online Audio-Book Resources on Library Usage and Reading Preferences and Practices of Young Learners in an Elementary School Library Setting in Hong Kong
PATRICK LO (Graduate School of Education, University of Bristol, Bristol, UK; Hong Kong (SAR), China)
- Visual literacy: to comics or not to comics? How libraries can promote literacy using comics
LEONÉ TIEMENSMA (Midrand Graduate Institute, Kempton Park, South Africa)
- Promote Popular Cultural Literacy throughout the Countryside in China
HUANG QUNQING and XU YIXING (Sun Yat-sen Library of Guangdong Province, Guangzhou, China)

http://www.ifla.org/annual-conference/ifla75/Summary_Programme_v.1.pdf

Policy Statement: Internet and Children's Library Services



Members of the Standing Committees of the IFLA Libraries for Children and Young Adults Section and the Literacy and Reading Section, gathered in Durban for the annual World Library and Information Congress 2007, accepted the following Statement:

- The Statement is built on the foundation of the IFLA/ UNESCO Internet Manifesto Guidelines.
- According to the Rights of the Child, art. 13 and 17, stated in the UN Convention on the Rights of the Child (1989), children shall have freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
- The child has access to information and material from a diversity of cultural, national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.
- Therefore libraries shall not use filtering on Internet.
- Libraries should have a clear policy on use of the Internet by children and young adults, and this policy should be explained to parents and caretakers when children first begin to use the facilities in the library.
- Although libraries do not use filtering, their policy should be that some issues are not allowed in the library; e.g. libraries do not allow patrons (children nor adults) to use internet for porn, violence, discrimination etc. according to the legislation in each country.
- The public library should promote appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, related to his/her ages.
- Internet offers the libraries the opportunity to put themselves as an information mediator for children. Children's library services should make use of that opportunity.
- Media-education, e.g. learning how to use Internet and how to interpret the information that they get via Internet for children, their parents and their carers, is one of the main goals of the library and responsibility of librarians.
- The public library should offer free access and use of Internet to children (similar to the traditional information sources as encyclopaedia, dictionaries etc.) Equipment and software must be accessible to all children, regardless of disabilities.

Every children's librarian should know the way on the digital highway as well as in children's literature.

To summarize:

No filtering (because it doesn't work properly, it says to young people that they are not worth of trust and that someone from outside is responsible for what they are doing)... but yes, we also offer a selection of good quality sources.

No censorship...

but yes, good media-education of all - librarians, teachers, parents and children.

Yes protection...

but the main responsibility lies with the parents.

Finding a new ways...

work together with parents, children and librarians to find a new ways of co-operation and to set up common rules.

This statement is offered as a recommendation to the staff of public libraries and several other organisations. It will also be published in the SCL and Literacy and Reading Newsletters.

Bringing books to life: new Book Aid International publications

Book Aid International has published two short guides on bringing books to life for teachers and librarians working in schools in Africa. One focuses on Using books in the classroom and the other on Starting and managing a book collection. Copies are being distributed to twelve countries in sub-Saharan Africa and in particular to schools in East Africa hosting reading tents. Both publications are available from their website: www.bookaid.org

Book Aid International have also set up a group, Libraries, Literacy and development, on the Eldis Community Space website, a free online community for those interested in international development. The group aims to highlight the many organisations working to support libraries and help build literate environments in developing countries, especially Africa. There is a wiki featuring a list of organisations and projects, and a blog highlighting some of these organisations and projects, as well as relevant research and events. Please feel free to join: <http://community.eldis.org/.59bf83cb/>

Rob Sarjant



If you can learn to read and write, you can learn to do, and be, anything. That's the idea behind CODE. We work with local organizations throughout the developing world to empower children to learn. In so doing, we deliver an essential, sustainable development solution that endures. For 50 years our programs have been supporting libraries and teacher training as well as national and local book publishing in Africa, Asia and the Caribbean.

Our philosophy:

We are convinced that the surest way to achieve lasting peace and prosperity is to build a world in which all people — girls and boys, women and men — can get an education and lead healthy, productive lives. Education is the foundation for all development, because when you can read and write, you can learn to do anything.

Our programs:

In the developing world, we support a network of overseas partner organizations to design, deliver and evaluate quality literacy programs. At the same time, we encourage global education initiatives back at home with Project Love, a program that offers teachers curriculum ideas and their students an opportunity to get involved in global issues by making kits of school supplies for their peers overseas.

Teacher training:

Many teachers in the developing

world lack the necessary skills to teach reading and writing, and to use books effectively in their classrooms. Together with our local partners, we support teachers and librarians to develop the skills they need to manage libraries and to teach literacy, so their students can learn to learn, for life.

Books:

Each year, North American publishers donate hundreds of thousands of new books to CODE — everything from preschool picture books to geometry textbooks for secondary students. Our partners overseas select the books they want from checklists and distribute them to school and community libraries across the country.

While donated books can play an important role in developing countries, it's critical that children learn to read in their mother tongue. We work with local authors, illustrators, editors and publishers to produce quality children's books and other reading materials in 20 languages.

Promoting reading:

Together with our partners, we promote reading and writing in the developing world through book fairs, reading weeks, games and contests. These community events show people of all ages that when you learn to read and write, you can learn to do anything.



Turning pages in Ethiopia

By Jana McDade, CODE



Photo: CODE

Literacy, language, and libraries have a complicated historical context in Ethiopia, whose 80 million citizens come from a myriad of diverse national, religious and linguistic groups. Illiteracy was the norm through centuries of feudal and imperial rule. Of the 80 some languages spoken, Amharic became the only official language when Haile Selassie became Emperor in 1930. This legacy continued when the Coordinating Committee of the coalition of Armed Forces, Police, and Territorial Army, known as the Derg, assumed power in 1974. Under Major Mengistu, the Derg instituted national literacy programs with zeal, and libraries around Ethiopia became associated with the state's totalitarian control.

It was not until the 1991 collapse of the Mengistu dictatorship that

reforms sparked new curriculum allowing each of Ethiopia's 14 provinces to choose the language of instruction in its schools. Amharic, which had previously been the sole medium of instruction, was joined by 23 additional languages.

It was at this time that CODE-Ethiopia emerged as a national non-profit organization mandated to improve literacy in rural areas by working with communities to establish libraries as apolitical spaces to read and learn, and to provide learning materials that addressed changes in language of instruction.

Today, CODE-Ethiopia supports the entire ecology of reading and writing, from the author through the publisher through the library and the teacher to the reader. It develops authentic reading materials



CODE (formerly the Canadian Organization for Development through Education) started working in Ethiopia in 1986, established CODE-Ethiopia in 1994, and has been working in partnership with CODE-Ethiopia ever since. For 50 years CODE has supported organizations across Africa and the Caribbean to empower children to learn. Learn more at www.codecan.org.



Photo: CODE



that respect local culture, and has published hundreds of thousands of books, more than 300 unique titles in six national languages. CODE-Ethiopia has established 82 community libraries spread throughout the country, each containing some 5000 books, and together servicing nearly 700 academic institutions at the primary, secondary and tertiary levels.

“The provision of students’ textbooks and supplementary reading materials are crucial and indispensable in promoting educational access,” says Dr. Sintayehu Woldemichael, Ethiopia’s Minister of Education. “CODE-Ethiopia has made a marvelous contribution in providing children’s learning materials,

developing skills in teaching and librarianship and improving the culture of reading by promoting a literate environment for children.”

CODE-Ethiopia’s great success lies in the strength of community involvement, use, and value of libraries. Communities have drawn together around ‘their’ libraries, providing the building, locally managing and accessing its resources, offering a place for students to study, relax and find support and their parents a place to meet and learn. Students, especially girls, who use CODE-Ethiopia’s libraries fare better at school and adults benefit from books on education, health, better farming, business and childcare.



UIL Launches New Database on Effective Practice in Literacy and Numeracy Worldwide

Recognising that knowledge exchange is a crucial means of promoting literacy and numeracy efforts, the UNESCO Institute for Lifelong Learning (UIL) has established a database (www.unesco.org/uil/litbase/) that provides examples of effective literacy and numeracy programmes worldwide. This new Effective Practices Database supports the role of UNESCO – and in particular UIL – as a clearinghouse in the field of adult literacy and numeracy. It will contribute towards the achievement of the goals set down in the EFA, UNLD and LIFE initiatives by responding to the demands of UNESCO Member States for innovative and state-of-the-art evidence that inform and help to improve their literacy policies, strategies and practices.

The main objectives of the new database are:

- to facilitate access to information on adult literacy and numeracy programmes for a broad public, including policy-makers, researchers and practitioners;
- to share experiences and to gain a global overview of available programmes;
- to identify current trends, challenges and innovative approaches; and
- to encourage synergies, partners-

hips, networking and cooperation.

Stakeholders from countries around the world have been asked to share information on their ongoing literacy and numeracy programmes, particularly with regard to innovative features and lessons learned. The information on effective programmes is being carefully compiled, edited and translated (into English/French) by UIL. Where available, links to contact persons and additional information are provided. Additional programme descriptions are being added to the database on an ongoing basis. UIL therefore welcomes further contributions on innovative and effective approaches to literacy and NFE, which can be sent to the e-mail address below.

Contact: Ulrike Hanemann
(u.hanemann@unesco.org)

Submitted by Lisa Krolak

Building a nation of readers in England: The National Year of Reading Report

The final report from the National Year of Reading in England, an evaluation looking at its successes and challenges, is now available.

During the year, nearly 6,000 events took place, there were 2.3m new members of libraries in England, and 23,000 more boys took part in the Summer Reading Challenge. Overall, it was clear that 'reading changes life chances' but one key lesson was the need 'to continue to promote reading to parts of the population where the importance of reading does not appear to be appreciated for much of the time' and that 'barriers to reading may be broken down by encouraging people to read more of what they like'. It is about improving reading skills rather than reading materials. The need to measure impact was highlighted as was the need to share evidence and good practices amongst 'the reading sector'. For those of you thinking of planning for 'national years of ...' careful planning is essential and it is important to remember that 'a campaign to build a nation of readers must be reader-centred to have any chance of success'.

<http://www.readingforlife.org.uk/finalreport/>

Rob Sarjant

Aroma of Multicultural Literacy: An Indian Scenario

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India is truly a multi-cultural, multi-religious, multi-lingual and multi-ethnic nation on the principles of parliamentary democracy, secularism and the rule of law. It is a melting pot of cultures, religions, languages and people, which allows different faiths, creeds, religions, beliefs to unite together by celebrating the diversity and making each individual unique in him or herself. The father of Nation, India, Mohandas Karamchand Gandhi has rightly quoted 'No culture can live, if it attempts to be exclusive.' The country cultivates the popular constructs of cultural adjustment and cultural adaptability, cultural tolerance and prosperity with its 28 states and seven territories with a landmass of 3.2 million km², population of 1.1 billion in 2006 speaking 398 different official languages out of 1652 mother tongues and with innumerable religious traditions. Its five thousand years old civilization has been blessed with priceless knowledge of Vedas, Puranas, Ayurveda, Yoga, Kautilya's Arthasahtra which boasts multiculturalism in traditional knowledge system.

Education System in India has always captured the attention of the world with its aroma of multicultural literacy. The literacy rate of India has progressed from 18.33% to 65.38% since its independence to present within a span of 50 years. It is due to strong educational system of India which comprises of 771082 primary/junior schools, 288199

middle/senior basic schools, 154032 higher/intermediate/pre degree/ jr. college, 11549 college for general education, 49991 colleges of professional education and 350 universities/deemed universities in higher education.

Cultural literacy is the oxygen of country's integrity. The matrix of Language, Literacy and Culture in India prompts the educational system to have three language formula in which the mother tongue and other two languages are taught to create a dynamic synergy among learners in a diverse society. Cultural literacy, cultural competency and cultural fluency are essential for personal and professional growth.

In a participative democracy like India, a literate population is required to build a nation with strong social, economic and political foundations. Literacy is an important starting point that brings awareness in people to work towards a better living. Literacy enables them to break free of shackles of ignorance, avoid getting manipulated, and being left out of the mainstream. Literacy in India has made a major breakthrough in the last 10 years. The growth rate for literacy during the past decade has been 12.63%. About 28.82 million persons were made literate under these programmes during the 10th Plan period. With this view the Government of India, Planning Commission further lays down a target of 85% literacy rate to be achieved by the end of the XI Plan i.e. 2007-2012.





Literacy Rate of India
 Source: www.mapsofindia.com

In order to accelerate the move, Government of India has sanctioned Centres for Lifelong Education and Awareness (CLEAR) for all the districts irrespective of the fact that the district is implementing basic literacy, post literacy or continuing education programme. The CLEAR will act as multifunctional centre, the activities of which would be determined by the community, based on a needs assessment made by them. The activities would depend on the needs and demands of the community. The CLEAR would provide facilities for a variety of wide ranging educational activities outside the formal system for all categories of people including out of school children, women, youth and older age groups.

Lifelong Education & Awareness Programme (LEAP) is envisaged for the XI plan for providing learning opportunities such as library, reading room, learning centre, training centres, information centre, charcha mandal, development centre, cultural centre, sports centre and

other individual interest promotion programme centres. The Peoples Rural Library cum Information Movement is also planned to be integrated with the LEAP. Through this, a large number of books and other software to suit this programme will be generated and the existing library system will be updated using new opportunities that are made available by the modern information and communication technologies. Neo-literate corners would be opened up in the public libraries run by Raja Ram Mohan Roy Library Foundation.

Public libraries in India are spread all over the country and consist of state central libraries in every state, district libraries, taluka libraries, urban public libraries at the cities and rural public libraries at the villages. The public libraries come under the Ministry of Culture in India with an objective of promoting information and multi cultural literacy. In India, Raja Ram-mohan Roy Library Foundation (RRRLF) is the nodal agency under



Over the last thirty two years since its inception in 1972 year, the Foundation has covered about a little over thirty one thousand libraries at different levels:

State Central Libraries	28
Divisional and District Libraries	451
Sub-divisional / Taluka / Tehsil Libraries	501
Town & Rural Libraries	30134
Nehru Yuvak Kendras	272
Jawahar Bal Bhavans	49
Others	128
Total	31563

Source: Raja Rammohun Roy Library Foundation (<http://rrrlf.nic.in/achivfrm.htm>)



the Ministry of Culture to support public library services and system and promote public library movement in the country. The objective of the foundation is to provide adequate library services and popularize literacy and reading habits, particularly in the rural areas with the active cooperation of the state library authorities, union territories and voluntary organizations operating in the field of library services.

The RRRLF undertakes different functions in each state and union territory through a State Library Planning Committee (SLPC) or State Library Committee (SLC). With its headquarter in Kolkata and four zonal offices in Kolkata, Delhi, Mumbai and Chennai, RRRLF provides financial and technical assistance to public libraries and organisations engaged in the promotion of public library development and literacy programme through different State Government administrations.

These Public libraries are supporting literacy and reader development for years in India as Universities of the social class. Public libraries are supporting multi cultural literacy activities and programmes and several initiatives for community's literacy needs for all age groups. These public libraries are providing multi cultural literacy and outreach services and play an active and central role in promoting reading and combating illiteracy amongst the local communities. However these libraries in India need more emphasis on qualified and trained staff for the delivery of professional services.

Because of factors such as socio-economic, cultural, and educational background, different categories of community groups may have different levels of informational needs. Thus various strategic direction and management programmes are provided in Indian Public Libraries which includes Adult Literacy Li-



Photo: P. Babbar, India

Library Service, Community-based literacy programmes, Homework Clubs, Books for Children and other activities including Story Telling, Essay Writings, Quiz Competitions and so on. Similarly Community outreach is also an effective programme through which library staff is encouraged to connect with local groups and explore ways the library can help them.

The Librarians in these Indian Public Libraries are expected to foster an atmosphere of cultural sensitivity dealing with a diverse culture and multi lingual needs. It is important that these libraries should recognize the vast array of multi cultural information needs required by the community for supporting its multicultural literacy programmes.

The Reader Friendly Library Service

- a review

This book, distributed free to UK library services, draws on the reader development approach that has really taken off in UK libraries in recent years and clearly demonstrates its benefits. Always challenging, the book outlines what it really means to take a reader-centred approach to running a library service, and is based on the premise that 'the best book in the world is simply the one you like best'. It is an innovative approach that starts with the reader, not the book, and presents many innovative ideas that will get any librarian rethinking about the way their library is run. The librarian's task, by 'selling the sizzle, not the sausage' is to motivate people to pick up a book and read.

The book is full of well-presented examples of reader development in action and covers a lot of ground including finding out what readers want, reader-centred promotions and strategy, reader-friendly environments, reading groups, staff training and much more. A prominent and thought-provoking feature of the book is its regular wake-up calls that challenge existing orthodox thinking and practice. Although drawing on good practices in the UK only, this book is relevant worldwide and will inspire librarians across the world to be a little bolder and experimental, to really engage with your readers. It aims to transform and revitalise, and I think that process will begin as soon as you starting reading the book. Highly recommended.

Available from: <http://www.openingthebook.com/publications/reader-friendly-library-service/>

Rob Sarjant



Photo: Bjørn Djupvik, ABM-utvikling



National framework for reading promotion

By Arne Gundersen

Photo: Kristin von Hirsch/ABM-utvikling

Arne Gundersen is a senior advisor in Norwegian Archive, Library and Museum Authority and member of IFLA Standing Committee ON Continuing Professional Development and Workplace Learning

In April, the Norwegian Ministry of Culture presented a new White Paper on libraries. The paper includes several measures aimed at improving the dissemination of literature and reading promotion in libraries. One of the major initiatives is a national year of reading in 2010 and a national reading campaign in the period up to 2014.

Dissemination of literature in public libraries

The White Paper states that one of the main tasks of public libraries is to be an attractive venue for dissemination of literature, and an important mission is to provide access to a diversity of literature. Libraries have particular responsibility for increasing reading interest and reading skills among children and

adolescents. This mission requires librarians with skills in working with these age groups along with literature and communication skills.

The Norwegian Archive, Library and Museum Authority has started the development of a program for dissemination of literature in public libraries. The program will cover initiatives directed at children, youths and adults, and contribute to further development of the dissemination of literature in libraries. Some of the key measures of the program are the digital services *Ønskebok.no* and *Litteratursiden.no*.

In the White Paper the Ministry notifies a revision of the library Act. In this revision the Ministry wants to emphasize the libraries' responsibility for dissemination activities.

Libraries in kindergartens

The Norwegian Archive, Library and Museum Authority and the National Center for Reading Education and Research at the University of Stavanger have conducted a 3-year project aimed at kindergartens. The BOKTRAS project fo-

cuses on connections between language stimulation and reading activities in kindergartens. The public libraries in the participating municipalities have established branches in the kindergartens so that the children have access to relevant texts. Through the project, children and parents have been lending books, and the employees have learned more about the relationship between language stimulation and reading activities.

The most important effect of library branches in kindergartens is that children become more concerned with and fond of books. They will improve their language and develop reading habits for later years.

In 2008, The Norwegian Archive, Library and Museum Authority expanded the BOKTRAS project to libraries in municipalities that have many children from minority languages. The new project is called Lesefrø. The White Paper sees these projects as a basis for similar cooperation between libraries and kindergartens in a number of Norwegian municipalities.

Literature in The Cultural Rucksack

The Cultural Rucksack is a national program for art and culture provided by professionals in Norwegian schools. The program helps school pupils to become acquainted with all kinds of professional art and cultural expressions. The program receives NOK 160–180 million annually, which is allocated to and distributed by the regional and local authorities.

Most public libraries are involved in The Cultural Rucksack. Most of them invite two or more classes each year to library visits. During

these visits, various books will be presented to the pupils.

With the program *Gi rom for lesing*, many municipalities have established a good relationship between public libraries, schools and school libraries. According to the evaluation of program, public libraries have contributed significantly to the dissemination of literature to pupils and to strengthen the teachers' knowledge of children's literature.

The new White Paper nevertheless states that in many places there is a potential for the development and professionalization of literature dissemination through the local public library. This is an important challenge in the future.

National reading year 2010 and a national reading campaign in the period up to 2014

The Ministry of Culture and the Ministry of Education plan for 2010 as a national reading year, and see this as a start for a broad and comprehensive reading campaign up to 2014. The campaign will establish a national framework around a number of initiatives and priority areas for reading and reading skills. The reading year will therefore be linked to the program for dissemination of literature in the public libraries, the dissemination of literature in The Cultural Rucksack, the national program for school library development and a number of other initiatives. The program remains to be further evolved. The Norwegian Archive, Library and Museum Authority will coordinate the National reading year and the campaign 2010-2014.

Standing Committee Members Of IFLA

At the IFLA Conference in Milan (August 2009) Chair and Secretary will be elected and Information Co-ordinator and News Editor appointed for the period 2009-2011.

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