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### **The Promotion of Literacy and Reading in Libraries: The Role of the IFLA Reading Section**

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#### **Introduction**

“Man’s consciousness is developed in the process of thinking, and deciding and of acting. His capacity is developed in the process of doing things. But doing things means co-operating with others, for in isolation Man is virtually helpless physically, and stultified mentally.”<sup>1</sup>

Sometimes we get caught up in the immediate. With innovations, like the technologies that we are adopting, and the speed of change, we are experiencing, we may believe that we are creating brand new ideas, services and processes. Or we may look at all the challenges that face us and feel discouraged or paralysed, because we do not have the resources (persons, time, finances, facilities, equipment and materials) to do all that others expect of us (or that we expect of ourselves). Julius Nyerere’s vision in the Declaration of Dar es Salaam is evolutionary; it is focused on inclusive human development for Africans, made stronger and more enduring by working together to create a learning environment where the development and practice of reading and writing can thrive. In his time, the literacy rates of Tanzanians rose quite dramatically. He stood for justice and freedom for his people.

This presentation on literacy and reading promotion has, at its core, the fundamental belief that learning is a basic human activity. Learning is about the capacity of people of

all ages and all circumstances (learners) actively to construct knowledge rather than passively receive it. Learning takes place for the person, in a holistic way, in the context of one's community, gradually and often incidentally, for both the individual and the collective. It is affected by the educational climate – formal, informal and non-formal – in which it takes place. Learning requires feedback, practice, use and ways of evaluating itself. And it is enhanced by facing compelling situations and challenges, where information needs to be shared and developed into knowledge, on which decisions and actions can be taken. 2.

At the Third Pan-African Conference on Reading for All, held in Kampala, Uganda from August 18-22, 2003, the most exciting and satisfying features of the presentations and the exhibits were those activities: 1. that met the people where they were: in the marketplace, under the tree, in the library, mosque, church or school yard; 2. that used the talents and the resources of the local people to tell a story, make music, put on a drama with handmade puppets, hold a discussion, make a book and read it aloud 3. that brought together partners from the public, private and not-for-profit sectors not just for one event but to support the ongoing process and practice of learning together as citizens to make life better for the community.

Presentations highlighted, for example, the academic success of very poor children who have regular access to a children's library in Accra; the manual presents a very practical approach to literacy and reading; 3. the power of family literacy in tackling, through drama, some very difficult situations such as alcohol abuse of HIV/AIDS in South Africa; the impact and experience of university library staff in Northern Kenya becoming involved in rural literacy and reading activities in their spare time – on weekends and after work; the creative production of materials to be used in the successful annual Readathon in Namibia, where everyone stops to read at 11 a.m. on a certain day to read in his/her language. 4.

When I returned to Canada from my two weeks in Uganda, I wanted to find out what others had said about the conference. In *New Vision* (Kampala), the emphasis was on making reading a priority and on the vulnerability of societies whose members do not document their achievements nor read to update themselves. The journalist abstracted some of the keynote speeches. These high-level addresses, as we know, tend to emphasize the negative aspects of not reading and the barriers to reading, rather than expressing the joy and power of taking the first steps. The journalist also noted that a session on book donation programmes had taken place. We shall come back to this latter point later in this paper. 5.

One of the participants, Penny Moanakwena of Botswana, reviewed some of the sessions in *Reading Today* and emphasized the potential for greater communication, through literacy, across Africa and around the globe. She highlighted the opportunities for discussion and exchange of research and practical experience across the many professions represented at the conference: teachers, writers, librarians, publishers and development workers. She also noted that reading associations are considered important instruments for enhancing literacy and reading. They work nationally, but also connect regionally and internationally.6. Indeed, the International Reading Association

and national reading associations are the sponsors of the Pan African Reading Conferences and they are held every two years, in one of the 10 countries, where local associations are active. In 2005, the 4<sup>th</sup> Pan African Reading Conference will be held in Swaziland and the IFLA Reading Section and the International Reading Association are discussing ways in which they might collaborate for this meeting.

At the community level, there are many African examples of positive library-based programmes that combine access to information in various media for knowledge sharing and knowledge building and the development and encouragement of reading. Those demonstrated in Kampala in 2003 will be written up in the Proceedings (the proceedings of the 2nd Pan African Conference are available from the International Reading Association). But others have been reported in a number of journals, evaluations and research projects, and some of them are found in the bibliography and webography at the end of the paper. 7.

In this session, we shall learn of concrete experiences from the other three papers. I have been asked to set the context for those concrete examples. My own experience has taught me that sustainable library-based programmes contain the elements and the spirit of Nyerere's understanding of sustainable human development. I encourage you to listen for the similarities as well as the distinctiveness of the papers that follow.

Rather than be overwhelmed by the challenges and complexities of modern life, we want to celebrate, share and learn from successful efforts. It is these experiences that inspire and give us energy and courage to think and act and take practical steps, in collaboration with others. Let's examine the context in which we are working.

### **In What Context Are We Looking at Literacy and Reading?**

As you all know, UNESCO has launched the UN Literacy Decade 2003-2012. The lead sector is the Education Sector, which is also involved with the Education for All (EFA) Programme. The introduction of a literacy and reading agenda seems, to me, to recognize the need for an enhancement to the predominantly quantitative goals that countries have identified in their national educational plans. These plans are being monitored by a number of the multilateral organizations, such as the World Bank, and in a recent conference in Ottawa, the resounding call was, "Implement, implement, implement (the plans)".8.

The UN Literacy Decade also makes a link with the Millennium Development Goals, especially those aiming to:

- **halve** the proportion of people living in extreme poverty in developing countries by 2015
- **achieve** universal primary education in all countries by 2015
- **eliminate** gender disparity in primary and secondary education by 2005
- **help** countries implement a national strategy for sustainable development by 2005 to reverse current trends in the loss of environmental resources by 2015.9.

In considering IFLA's priorities, we know that President Kay Raseroka has set "Lifelong Literacy" as her theme for all of us, wherever we teach or practise our profession. We know that change takes place at the local level. We also know that IFLA has worked extremely hard to ensure that the voice of librarians is heard in the international meetings that are setting the framework and conditions for the "information age". This reference leads us to another UNESCO Programme, developed in response to the impact of the ICTs.

The rationale and goals of the Information for All Programme (IFAP) are identified as follows:

### Building an Information Society for All

Access to information and knowledge constitutes a global public good and is essential to the advancement of education, science, culture and communication, to empowerment, to the promotion of cultural diversity and to fostering open governance. As stated in its Constitution, UNESCO is dedicated to "promoting the free flow of ideas by word and image". UNESCO has the mandate to "maintain, increase and diffuse knowledge" by ensuring the "conservation and protection" of the world's recorded knowledge. Furthermore, the Organization shall encourage "co-operation among nations... in the exchange of publications" and other information materials and initiate "methods of international cooperation calculated to give the people of all countries access to printed and published material produced by any of them".

In order to grasp the opportunities offered by ICTs to fulfil this mandate, UNESCO has established the Information for All Programme. It seeks to narrow the gap between the information rich and the information poor and thus to build an information society for all. It is a platform for international policy discussions and programme development aiming at the:

- better understanding of the ethical, legal and societal consequences of ICTs;
- improvement of access to information in the public domain;
- preservation of information. 10.

The impact of the networked technologies has had and will continue to affect all societies at the economic, social and cultural levels. They have certainly already had a profound effect on the book and information sector, especially in the urban centres.

Just as the ICTs have influenced all parts of the book chain and blurred the lines/distinctions between the functions of the five actors (authors, editors, publishers, distributors and readers), so, in certain parts of the world, the emphasis in libraries has shifted from the traditional media to the new media, from owning and organizing collections, to access to information and sources for knowledge building. Budgets and human resources have been diverted in many libraries away from acquiring, organizing and making materials accessible to providing access to huge stores of information in many media and different types of data base, and to managing a complex set of processes, resources, technologies (hard and soft) for a diverse client group, who may

rarely visit the physical space and who seem to be very busy (have no time) and are often stressed.

These changes do not diminish the importance of literacy, mediation and of the place of trained library staff providing well-conceived programmes that meet the needs of the community of users. Indeed, many suggest that support in assisting young people and adults in gaining the ability to identify, process and use information for knowledge building is more important than ever before. 11.

In defining and providing the scope of the Literacy Decade, UNESCO provides the following introduction:

"Literacy is about more than reading and writing - it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy - the use of written communication - finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted - but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of 'literacy as freedom'.

However, if current trends continue, and if we fail to introduce major changes in the school system, "Literacy as Freedom" will continue to be an unreachable dream for millions of people. Renewed, co-ordinated and sustained efforts must be taken in the next few years to reverse these trends and ensure that we are on the right track towards Literacy for All and thus EDUCATION FOR ALL.

This is the reason why the General Assembly of the United Nations proclaimed the UNITED NATIONS LITERACY DECADE for the period 2003-2012. Together, we can make a difference in this world so that everyone has access to literacy in ways that are relevant and meaningful. 12.

#### Global View

- In 2000, one in five adults aged 15+ was illiterate.
- There were about 860 million illiterate adults in the world in 2000. If the current trend continues, in 2015 there will be some 800 million illiterate adults.
- It is projected that by 2015, the literacy rate will have increased to 85 per cent, below the EFA goal of 90 per cent.

#### Regional View

- In 2000, about 70 per cent of the world's illiterate adults lived in three regions: Sub-Saharan Africa, South and West Asia, and the Arab States and North Africa.
- East Asia and the Pacific reported an overall literacy rate of 86 per cent with an estimated total illiterate population of 185 million.

- The Latin America and Caribbean region has an illiterate population of 39 million, or 11 per cent of the total adult population.

### Gender Perspective

- Women account for two out of three illiterate adults.
- In 2000, there were 236 million more illiterate women than men and it is projected in 2015 the difference will be 215 million.
- The gender gap was more pronounced in the Arab States and North Africa, and in South and West Asia (around 23 percentage points in each of these regions)". 13.

From these general facts and considering the demographics and national plans of African societies, I suggest that we should be considering the needs of three large groups within society for our library-based literacy and reading programmes. Within each, there will be finer distinctions, based on local consultation and planning. These groups are: pre-school children; school children, especially those targeted within the Universal Primary Education goals; and adults (everyone who is not in some form of schooling or training). Since almost 50% of most African nations' population is 15 or less, and more and more of them are getting into school, there should be some improvement in the percentage of those who can read and write. However, it is still very important to concentrate also on the adults because they influence what happens at the family and community levels and many of them are directly responsible for early childhood education and care. Moreover, if we see the pre-schoolers as a potential group, we shall be bringing in their caregivers, who may also be able to take classes within the library setting. Most of these caregivers are women. They will be exposed to storytelling, books, educational games that stimulate a child to learn. As we consider the benefits, let's remember that we have these three large audiences, within which we shall also want to target our efforts on females and perhaps males at risk.

### **How Does Reading Influence Literacy?**

Reading, in the minds of many, is still associated primarily with the book and with fixed forms of periodical literature (such as newspapers, magazines, journals and even comics). All these forms are influenced by the conventions and functions of the Book Chain – author, publisher, printer, distributor and reader – through a model of professional responsibilities and training that each function has. Yet the interdependence of each link in making a successful whole, dynamic and organic process is very important. Writers without readers normally stop creating; readers without authors and illustrators often lose their literacy skills, their ability to enter into dialogue with the author and their enthusiasm for reading. And publishers can not exist for long without buyers, both individual and institutional. 14.

The model of the book chain originates in the large industrial states, where publishing has had a strong base in the private sector and in publics, individual and institutional that can afford to purchase their products (e.g. UK, France, Germany, Spain, USA). Certain smaller countries, such as the Netherlands, have had very successful

companies who could design, illustrate, print, and produce top quality monographs and periodicals for export and for publishers from many countries. The basic model in both the educational/academic and the literary markets has been built on a strong business case, not necessarily for each title but for the overall production of the firm.

In other Western countries, such as Canada, for example, indigenous publishing on a national scale is a post-Second World War II phenomenon. Some of the authors, illustrators and many of the publishers and the small literary presses have not had strong financial bases. Several links of the book chain have been subsidized first by the federal and then also by provincial governments since the 50s/60s. These subsidies continue in the Free Trade and digital environments. This situation can be explained in a number of ways: Canada has a relatively small multilingual population – 31-32 million, with two main languages (French and English), many Aboriginal languages and an increasing percentage of multilingual citizens from all parts of the world, whose early languages are neither English nor French. The influence of the USA is strong in all parts of the information and media sectors and many of our large publishers are US-based (and increasingly large international conglomerates). Yet, Canada now has some of the most internationally celebrated fictional (and non-fictional) authors for both children and adults; and, increasingly these writers have come from other parts of the world. Part of the reason for this is the public policy that has recognized and supported the role of creators and publishers in shaping the vision and dream of Canada since the 50s and in the incentives and rewards that have developed over the last four to five decades. Culture, a sensitive issue in our country and probably in most, if not all, countries, is addressed through a framework and set of policies, services, training opportunities and financial support that assist the development and distribution of Canadian products and performances. But the recognition of the value of culture to human development can never be taken for granted in any society. Civil society has to make a case for its value.

There is ample evidence that readers retain and develop their literacy skills, attitudes and behaviours in new areas and in more complex situations. They learn through reading and writing how information is formulated and structured. They can become more independent and discriminating learners.

### **What is Reading Promotion?**

Reading and writing have normally been understood to be skills, processes and behaviours that support three important domains of human activity: education/training, work and leisure. Each of these spheres has theories, methodologies, education and practices that are similar across borders, and also forms that are distinctive, because of the language, culture, and history of each society.

It has often been the actors or stakeholders within the book chain who are primarily interested in reading promotion. Authors, publishers and booksellers want to sell the print run and librarians are interested in materials that will speak to their users. Governments and particularly ministries of education and training also recognize the

importance of reading to reinforce literacy and success (academic, creative or work performance). They are becoming involved in creating the necessary policy and infrastructure. Cases are made for increased attention to reading and literacy by focusing on the social and economic costs of poverty, disease and the lack of productivity in those without these competences and practices. Others point out the need for remedial work that has to take place in order to equip individuals for work and for higher education.

Governments may provide a legal, regulatory and economic framework and set of plans that supports literacy and access to information; they may create institutions, incentives, and recognition that stimulate the development of the links in the book chain, in both the educational and literary markets. However, governments must juggle priorities and budgets and they can not achieve their goals without implementers and practitioners on the ground.

From a library perspective, reading promotion has often focused on children and to a lesser extent on teens and adults. The aim of reading promotion has been to open doors to the imagination, to develop creativity and cultural sensitivity, to enhance and expand the functional approach to everything. This promotion has generally been carried out by school library specialists and children's librarians who develop and present programmes, not only based on their collections, but also on storytelling, games, music, poetry and drama. Reading promotion has often been an enrichment and extension of the formal curriculum or training programme, to provide another view of learning and addressing the realities of life or encouraging additional ways of understanding and communicating ideas, feelings, customs, beliefs. We know that young children are very susceptible to stimulation of all the senses: sound, sight, touch, smell, and taste. They are full of wonder. That is why some libraries are now delivering books to mothers and newborn babies.

From this perspective, reading promotion may be seen, by some, to be a luxury, especially in areas where school and public libraries are not developed because emphasis in library development has been placed on the urban, educated elite. Materials, trained staff and adequate facilities have not been sustainable at the local level.

I would suggest that reading promotion is not a luxury; it may be difficult to achieve, because it takes immense energy, dedication and will to work under the conditions that many have to face. But the evidence and rewards for users have been very tangible and enduring. For the most part, if a person catches the love of reading bug, it stays with them for a lifetime. That does not mean that everyone becomes vaccinated early in life; it does mean that once the learner has caught the bug, she/he finds a freedom and independence that is a gift to be shared and celebrated. Those readers pass on the bug, both by their example and by their enthusiastic conversation about what they have been reading. I have seen this for myself; the shoeshine boys in Northern Peru read between getting business; the waiter in my hotel in Nouakchott talked to me about the books he saw me reading and I left them with him to share. A recent study in the U.K. has noted



that children from families who do not have books do not suffer, if they are exposed to books at school or in the public library.15.

Speaking of Northern Peru, let me tell you of the Network of Rural Libraries in Cajamarca District. Since the 70s, families in the rural and remote mountain hamlets have had libraries in the house of one of the villagers. The books are housed in the front room of the house and community members can come to browse, read or borrow from 8 a.m. in the morning until bedtime. In the evening after supper, several generations often meet to read aloud by the light of an oil lamp or candle. In these villages without electricity or running water, everyone takes a turn at sharing knowledge.

These villagers are Indigenous Indian peoples. The Spanish conquered their lands, killed their forebears and demolished their way of life in the 16th century. They have known and felt deep oppression. But the network of trained librarians, peasants with only a couple of years of formal schooling, has allowed these communities to gain confidence in themselves and who they are. They have together examined their way of life, talked to their elders, and written in simple, illustrated volumes their own story in their encyclopedia: their music, their religion, their farming and animal husbandry, their family traditions. And it is this they share among members of the whole village, so that those who have not learned to read absorb the stories and come to recognize the sounds and the letters. Reading is absorbed, applied and developed into knowledge to meet the present challenges.

Their villages are more remote than many in Africa. You must walk for miles from the road into the hills, with donkeys to carry the provisions from market and books from Cajamarca. But what I experienced in my month among them was a gracious and curious people who wanted to share their way of life and improve their situation, while at the same time remaining true to themselves and their culture. They recognized the power of both reading and writing in developing knowledge and communication about their way of life. Access to pertinent information in a timely fashion can save lives.16.

In Illubabor, Ethiopia, I was introduced to another network of rural libraries, supported over the years by Canada's CODE, but now involved as community information resource centres to meet the needs of all their citizens, not just those who already read and write - the educated. Their story of capacity-building in twelve centres is one of growing independence and pride in involving the whole community in access to information for development and transformation. The emphasis has shifted from the cultural to the practical but together they are able to buy more books than they were able to buy separately and they have made the case for materials in Oromiffa so that their culture is preserved and developed. 17.

A beautiful book is an inspiration, a lifelong friend, and something very special. Such books are expensive to make and to purchase. But it is also possible to create books from the stories and legends of the people. They can even be handmade and illustrated locally. The essential, I believe, is not to dwell on the presence or absence of a culture of reading or of adequate resources; it is to celebrate the power of the story itself and of

the act of reading. There is no more powerful way for librarians to make a statement than that they themselves read for joy and assist others in writing, acquiring and appreciating books that speak to them. That means practice and testimony. It means leaving the desk in the library and talking to those who are browsing. It means encouraging writing as well as reading for they reinforce each other. Reading can be a transformative, vertical experience which takes a person outside herself/himself and the immediate context of survival. But reading also strengthens literacy - the set of tools, attitudes, decisions and processes that we use all the time to address the horizontal issues, to build knowledge, capacity and actions in daily life.

In Canada, we have recently had a national librarian who publicly testifies to the power of the book, in expanding his world beyond his remote village in Quebec and his poor family, to the huge and endless world of ideas, dreams and all sorts of possibilities. Some of those worlds are described in the books and stories of Roch Carrier, who has taken as his cause the importance of literacy.

When I listen to some of Africa's leaders, I hear a rich and melodic rendition of English and French. Many of these people have been educated by the religious foundations and they were introduced early to the classics. They not only express themselves with eloquence, humour and sonority, they also reveal a subtle and nuanced understanding of the world. They – Mandela, Tutu – for example, have combined the best of their own traditions and have discovered, accepted and shared the inheritance of other traditions. As Ching-chih Chen, China-born library school professor of mine at Simmons College, Boston, said to me only recently, and I paraphrase, "My experience of life and travel is that we all share fundamental human qualities that percolate at a level beneath the differences that diverse geography, history, and social and cultural circumstances have formed in us."

### **How Do We Understand Literacy in the Present Context?**

Fundamentally, literacy is a set of skills, attitudes, values and behaviours or processes that allow a person to recognize, understand and give meaning to (ask questions of, make decisions on, apply, reject etc) text, on whatever medium it is produced. This definition sets literacy in a continuum of a human being's ability to understand information in all its various forms, that the senses allow us to receive, process and communicate. This definition emphasizes the functional approach to DEVELOPING and PRACTISING literacy. Literacy is not learned once; it is not a secret code that some have and some do not have; it is a form of empowerment, a means of identifying and connecting with sources of information that encourage making some sense of one's situation and having some opportunity of changing it. No one is completely literate; no one can decode all the languages and all the formulae of human invention. Literacy is not a destination but a journey of learning. And as librarians, if we are to travel with others and assist them on their journey, we, like Julius Nyerere and Paulo Freire, will want to respect persons from every walk of life and recognize that they all have a right and deserve the opportunity to participate in their own development through learning to read, write and communicate effectively.

## **What is the Role of Libraries?**

It can be argued that all libraries have a role to play in the development and practice of reading and literacy. We have an environment to build and manage that draws our communities to participate in knowledge building. We need to make connections with all those who can share their knowledge and support learning and action for personal and community development. We teach and learn in the sharing of our skills, information and knowledge.

In reviewing the UNESCO web site, in preparation for this paper, I was astonished at the variety of initiatives and resources that describe community learning centres. They go by numerous names with the acronym firmly attached: Education resource centres (CEC); Multi-media resources centres (MRC); Information Resource Centres (IRC) etc. Whatever the name and (acronym), my hope is that the librarians at the local and national levels are included in developing and managing these centres, and in training the staff for service, in cooperation and partnership with community users and leaders.

## **How Does the Reading Section Help?**

The Reading Section was given the responsibility of receiving and developing programming related to the study on literacy that was undertaken some years ago within IFLA. Our brochure, *Library-based Literacy Programs: Some Practical Suggestions*, translated into French, Spanish, Portuguese and perhaps some other languages responds directly to this responsibility. The brochure, printed in English and Spanish is also on the web site and can be used as a checklist for new programmes, for assessing existing programmes or for training purposes. 18.

The IFLA Reading Section has also raised questions about book donation programmes. During the last year, I have had a chance to comment on a Draft Manual on book donation programmes, developed by UNESCO. The French version of this new manual is due at the end of July and will in part be distributed by Culture et développement. The English and Spanish versions are in preparation and will likely be available in the autumn. In December 2003, I wrote about this issue, raised by an African colleague in our Section meetings in Berlin and at the Pan African conference on Reading for All. I gave some web sites and references of relevance. I have also been in conversation with the Executive Director of CODE, who, with her colleagues in Bookaid International and the Sabre Foundation is hoping to have another meeting of partners (donors and recipients) in the fall of 2005. The Section will continue to monitor and report on book donation programmes.

The conference papers of the Reading Section are also available on the web site and support the topic of this paper. Research on reading promotion for adults was conducted in 2001 and the results were presented and put on the web site in 2002. There are also references to related research and we encourage you to send references, with the

- Project title;

- Research aims and objective
- Abstract/brief summary of findings
- and Details of final report (URL if available)

Our commitment to support literacy and reading promotion is explained in the strategic plan which contains our mission and four goals with concrete actions. They take the form of research, publications, special projects, best practices and conference proceedings. We are trying to disseminate information in print and electronically. We want to share research results, reading policies and initiatives, such as book centers, and highlight best practices, in order to share knowledge and experience and assist those who are getting started or who wish to get new ideas from those who plan national reading celebration days, months and campaigns. To be effective, we count on you to send us your experiences (that of Malaysia is, for example, on the site at present), so that we can feature them with other examples of reading and literacy promotion.

In Buenos Aires, the Reading Section shall be hosting a meeting to draft a research proposal for some internationally comparable data that identify the elements of sustainable community literacy and reading promotion programmes. The participants will come from representative groups involved in such programmes: community literacy and reading programme managers; national and international library, literacy and reading associations; donors from government and arms-length sponsors, such as SIDA, British Council, multilateral organizations (e.g. UNESCO, La Francophonie); and researchers with experience in this field. The aim of the meeting is to develop the scope, methodology, content and impacts/outcomes of an international research project so that money can be found to do the work as part of the UN Literacy Decade. The proposal will be reviewed and prepared for different funding bodies.

Our web site is: <http://www.ifla.org/VII/s33/sr.htm>. In order to be successful in fulfilling our four mission and four goals, we need to expand our membership and our volunteer contributions, especially to the web site. Briony Train, the Information officer, will be pleased receive contributions on research and best practices. She may be reached at [b.train@sheffield.ca.uk](mailto:b.train@sheffield.ca.uk). And do join this Section as institutions, associations and individuals, whose work can be enhanced by the sharing of research and practical evidence-based experience.

## Notes

1. Extract from Julius K. Nyerere "Development is for Man, by Man, and of Man": The Declaration of Dar es Salaam' in Budd L. Hall and J. Roby Kidd (eds.) *Adult Education: A design for action*. Oxford: Pergamon, 1978.

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5. John Eremu. "Making Reading a Priority". *New Vision* (Kampala), August 25, 2003.  
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8. International Symposium on HIV/Aids and Quality Education. Ottawa, May 12, 2004.  
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Carrol, Minister for International Cooperation in Canada. Visited at: [http://www.acdi-cida.gc.ca/cida\\_ind.nsf/852562900065549f85256228006a0064/93970e76669501f885256e920063fa61?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/852562900065549f85256228006a0064/93970e76669501f885256e920063fa61?OpenDocument)

9. United Nations Literacy Decade. Visited at:  
[http://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)

10. Information for All Programme (IFAP). Visited online at  
<http://www.unesco.org/webworld/ifap>.

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