



**International Federation of Library Associations  
and Institutions**

**Libraries Serving Disadvantaged Persons Section**

# NEWSLETTER

**Number 65, December 2007**

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## Editorial

In this issue of the Newsletter we review the 73<sup>rd</sup> World Library and Information Congress and IFLA General Conference and Council held in Durban, South Africa (see page 2). For this conference, the Libraries Serving Disadvantaged Persons Section worked together with other Sections in IFLA Division III to hold a full day programme on the important topic of social inclusion.

Abstracts of the papers presented at the Division III programme are included in this Newsletter. If you would like to read the full text of the presentations, visit IFLANet at <http://www.ifla.org/IV/ifla73/Programme2007.htm>

Two members of the LSDP Standing Committee, Ramatoulaye and Helle have contributed very informative and interesting reflections on the Conference (see pages 10-17).

During 2007 there were a number of changes to the LSDP Standing Committee. Tone Eli Moseid became Chair of the Section and Helle Arendrup Mortensen took on the role of Section Secretary. At the Durban Conference SC meeting, grateful thanks were extended to retiring Chair, Joanne Locke.

Very best wishes for 2008!

Margaret E S Forrest  
Editor

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## IFLA Conference Preview



World Library  
and Information  
Congress: 73rd  
IFLA General  
Conference  
and  
Council

*"Libraries for the future: Progress,  
Development and Partnerships"*

19<sup>th</sup> -23<sup>rd</sup> August 2007,  
Durban, South Africa

This year the LSDP Section joined up with other Sections in Division III to hold a full day programme at IFLA's General Conference and Council. The title of the Divisional programme was **"Social inclusion: how can public libraries embrace the challenge of reaching out to serve all people in their community?"**

The full text of several of the presentations is available from the IFLA Conference website at <http://www.ifla.org/IV/ifla73/Programme2007.htm>

The following is an outline of the Divisional programme with links to the papers, where available.

### **Session 1: Democracy and social inclusion Us and Them: libraries in the community**

ALEX BYRNE, President of IFLA  
<http://www.ifla.org/IV/ifla73/papers/128-Byrne-en.pdf>

A theoretical paper:

### **Public Libraries Addressing Social Inclusion: How we may think...**

INA FOURIE (University of Pretoria,  
South Africa)

**Abstract:** The paper addresses the concepts of social exclusion and social inclusion, as well as a selection of issues on which public librarians could reflect. These include the urgency to ensure social inclusion, its complexity, the spectrum of socially excluded people and the identification of target groups, achieving success, dealing with failure, exploring reasons for non-use of library services, services and initiatives required, research skills and monitoring the subject literature, self-knowledge and further issues for literature surveys and research.

<http://www.ifla.org/IV/ifla73/papers/128-Fourie-en.pdf>

### **Public Libraries, Spaces for Social Cohesion:**

**Las Bibliotecas Públicas,  
espacios para la cohesión social.  
Proximidad e inclusión en las  
bibliotecas públicas de Barcelona**  
JUAN JOSE ARRANZ (Barcelona  
Public Libraries, Catalonia, Spain)

**Abstract:** The public libraries are facilities that work on fostering a reduction of social and cultural inequalities that are becoming more and more evident in our urban societies. It is precisely in these urban settings where the strategy of proximity is shown to be efficient in dealing with processes of inclusion, these facilities being, among other

public spaces, where these inequalities are very clearly evident. Three programmes carried out in the Libraries of Barcelona will be presented that have as their main aim, among others, to overcome the cultural differences that certain social groups have made visible in our facilities through their use, as citizens who have complete rights to do so.

<http://www.ifla.org/IV/ifla73/papers/128-Arranz-trans-en.pdf>

Best practice within this theme:

**A Broad Library with Social Inclusion: Reaching out to Vulnerable Groups in China**

HUANG QUNQING and LI ZHAOCHUN (Yat-Sen Library, Guangdong Province, China)

Abstract: In the developing China, groups of people are facing social exclusion. They are the citizens unemployed or with ill health, laborers with poor skills, teenagers in prisons, residents suffering a disaster, and peasants in remote countryside. As we know that library service is crucial for these vulnerable groups, great efforts have been made in recent years, for example, Sun Yat-sen Library of Guangdong Province has reached out to 48 branches countrywide, becoming a broad public library. Some stories with pictures or video may demonstrate our social inclusion and responsibility.

[http://www.ifla.org/IV/ifla73/papers/128-Qunqing\\_Zhaochun-en.pdf](http://www.ifla.org/IV/ifla73/papers/128-Qunqing_Zhaochun-en.pdf)

**I have a Right to Know:**

**Tengo derecho a saber**

ANA MARÍA PINO YÁNEZ (National Library of Congress, Chile)

Discussion and questions to speakers

Abstract: Citizen participation is a serious challenge for modern democracies. This especially applies to Chile, which is currently undergoing a process of state modernisation. Citizen participation has been designated as one of the top priorities of this process, and promoting greater social involvement implies fundamental changes in education and comprehensive training of the citizenry. To achieve this, citizens must have access to primary sources of information, such as those available through libraries, one of the neutral and reliable pillars of the educational process. Furthermore, citizens must have access to multiple, multidisciplinary points of view on topics that affect their everyday lives, so that, on the basis of that "listening", they can develop informed opinions that will allow them to engage in dialogue and debate with the authorities, and, through this process, society in general can build the kind of country in which everyone wants to live.

<http://www.ifla.org/IV/ifla73/papers/128-Pino-Yanez-trans-en.pdf>

## Session 2

### **Bridging the information gap - digital inclusion**

#### **Information Literacy in Practice: engaging public library workers in rural South Africa**

KARIN DE JAGER and MARY NASSIMBENI (Centre for Information Literacy, Department of LIS, Cape Town, South Africa)

Abstract: Mpumalanga Provincial Library Services offers public library services in a province that is largely rural, and also “new” in the sense that it was created in 1996 after the elections of 1994. Many of the libraries are in isolated areas and have to meet the very diverse needs of their communities. This paper reports on an ongoing information literacy intervention designed for public library workers in this province. The campaign is the first of its kind in Mpumalanga (and South Africa) where public librarians are being given the opportunity to develop their information literacy skills and to apply them in their libraries. The overall goal of the project is to raise awareness of information literacy in the public library service and to establish, in the first instance, the necessary skills of 25 public librarians in Mpumalanga so that they may improve their service delivery and raise the profile of the public library by enskilling library users in a variety of information literacy interventions. This paper discusses the information and training needs that were identified, the campaigns that were constructed, their progress and the outcomes. From the outset, emphasis was placed on the

importance of measuring and evaluating activities throughout their campaigns in order to be able to assess the impact of their interventions. The paper attempts to show what difference even small public libraries with unqualified library workers can make in tackling social exclusion in disadvantaged communities.

[http://www.ifla.org/IV/ifla73/papers/128-deJager\\_Nassimbeni-en.pdf](http://www.ifla.org/IV/ifla73/papers/128-deJager_Nassimbeni-en.pdf)

#### **Braving Rapids, winding timber-tracks: towards equitable access to information for libraries in Sarawak**

RASHIDAH BINTY BOLHASSAN (Sarawak State Library, Malaysia)

Abstract: How do you “wire” a population of 2.07 million, comprising of 28 ethnic groups, living in pockets of settlements sprawled over a land mass of 124,450 km<sup>2</sup>? How can you make equitable access to information, where the main means of transportation is by river, and in some parts, with rationed electricity supply? How do you ensure these people are not “information marginalized”? Sarawak, the biggest state in Malaysia, historically known as Land of the Headhunters, vastly geographically challenged, and now known as one of the world’s few biodiversity hotspots, embarked on holistic strategies to bring the world of information to her people, across the state. Focusing strongly on collaborative actions, Sarawak State Library strategise action plans to provide ICT infrastructure to all of the 227 network of public libraries throughout the State, adopting library service delivery standards, providing

human resource development programs for all staff from these libraries, introducing standard information literacy skills, upgrading physical maintenance of the library buildings, amongst others. These efforts are choreographed to ensure sustainability of library services, as well as putting the libraries in the fore as partners in developing Sarawak's knowledge-based society, as well as inclusion efforts for the population challenged by geographical difficulties and distances. This paper aims to share these plans, the collaborative efforts, innovations and the challenges encountered.

<http://www.ifla.org/IV/ifla73/papers/128-Bolhassan-en.pdf>

### **What is Community Centre, Gallerup?**

LONE HEDELUND (Arhus Public Library, Denmark)

Abstract: Gellerup Library is in the process of transforming into a Community Centre based on knowledge management. Danish public libraries are increasingly adopting a more proactive and outreaching role in developing local communities in co-operation with other local institutions and private organisations and networks. Especially in so-called exposed communities and housing sectors the libraries are striving to become a knowledge resource intended at supporting for instance ethnic minorities in dealing with their specific situation, competence development and integration in the Danish society. One of the most fundamental democratic principles is

the individual's right to equal and free access to information and knowledge. The idea of enquiring and enlightened citizens being a prerequisite for a well-functioning democracy goes back a long way. The main focus is on women and children.

<http://www.ifla.org/IV/ifla73/papers/128-Hedelund-en.pdf>

### **Serving Patrons in Their Language, Not Just Ours**

PAUL S. ULRICH (Berlin Central and Regional Library, Germany) and SUSAN MCGLAMERY (Cooperative Services, OCLC)

Abstract: Communities around the world are becoming more diverse in the services they offer, especially as the world economy globalizes. One aspect of library services which only recently has been addressed is the problem of language as a barrier between the library and potential users. By taking advantage of new Internet-based technologies and the possibilities which international networking offers, libraries now have the opportunity to create services more attuned to the increased needs of users and thereby better serve a multicultural, multilingual community – even if the local library itself is unable to have a staff with fluency for all the languages that are represented in their local – and virtual – community. By utilizing appropriate virtual reference software and partnering with other libraries around the world, a local library can better meet the needs – both content and language – of all its potential library users, regardless of

the languages they feel comfortable using.

Two models of providing reference assistance to a linguistically diverse community are used as an illustration of what such services can entail. In both models, libraries offer multilingual reference services without hiring additional staff.

[http://www.ifla.org/IV/ifla73/papers/128-McGlamery\\_Ulrich-en.pdf](http://www.ifla.org/IV/ifla73/papers/128-McGlamery_Ulrich-en.pdf)

### **Session 3 The Right to Read**

**Babies Guidelines - A presentation of the Guidelines for Services to Babies and Toddlers**  
IVANKA STRICEVIC (Zagreb City Libraries, Croatia) and KATHY EAST (Wood County District Public Library, Bowling Green, USA)

Abstract: IFLA's Libraries for Children and Young Adult Section published Guidelines for Children's Libraries Services in 2003. The enthusiastic reception of this document, motivated all of the sections of Division III to cooperate in publishing *Guidelines for Library Services to Babies and Toddlers* in 2007. Research related to the importance of literacy experiences for children from birth to age 3 served as the premise for public libraries in particular, to recognize their ability to provide quality materials, programs and services for this young audience, along with their parents and caregivers. Linking the brain development information with the elements of a lapsit storytime demonstrates the vital role librarians can play in developing literacy skills and "raising readers." The Guidelines themselves are

introduced along with the Checklist and Best Practices sections.

[http://www.ifla.org/IV/ifla73/papers/128-Stricevic\\_East-en.pdf](http://www.ifla.org/IV/ifla73/papers/128-Stricevic_East-en.pdf)

### **Libraries respond to children in need: Two Model Programs**

PAT MULLER (County of Henrico Public Library, Richmond, USA) and BARBARA GENCO (Brooklyn Public Library, Brooklyn, USA)

Abstract: This paper will examine two innovative programs to bring library services and literacy to children in developing countries. The Lubuto Project is building libraries for children of the streets who have been orphaned by AIDS, or are homeless for other reasons. the Lubuto Project provides a safe haven from the streets where children can read and learn and take part in cultural experiences. Room to Read is a multi-faceted program that includes building and furnishing libraries, schools, publishing children's books in local languages, and providing computers.

[http://www.ifla.org/IV/ifla73/papers/128-Genco\\_Muller-en.pdf](http://www.ifla.org/IV/ifla73/papers/128-Genco_Muller-en.pdf)

### **Minority Group in a School Library**

SILVA NOVLJAN (National and University Library, Slovenia)

Abstract: Pleasure in reading and reading comprehension are important for reading, and library is a good assistance for both. With its stock and methods of work, library has a positive impact on reading development, especially by supporting pupils' autonomy in choosing books for reading. For this reason, the information literacy

programme has been incorporated into the Slovene standards for school libraries. The paper shows how a school library accomplishes its mission of free access to library material for children. Usually, ethnic minorities are the touchstones for libraries regarding the fulfilment of the principle of free choice of information. Therefore, the effectiveness of information literacy programme has been surveyed in the area where the Roma nationality lives.

In Slovenia, the Roma children are integrated into the regular education system by attending kindergartens and schools in the Slovene language. In some areas, special adapted programmes of education are carried out in certain schools. The author presents the project: Education for a Book - specific school library services for Roma pupils. Through the information literacy programme, they were provided additional lessons carried out by a special method. With the help of adequate methods, including fairy tale hours, playing hours etc., the librarian can change pupils' relationship to the library and teach them how to handle books and other material, and develop their confidence.

<http://www.ifla.org/IV/ifla73/papers/128-Novljan-en.pdf>

**Paired Reading - encouraging reading for pleasure at farm schools through peer tutoring in the Greater Tzaneen area**  
CHRISTINE NEL (Greater Tzaneen Library Services, South Africa)

**Abstract:** In the Greater Tzaneen area, the Tzaneen Library and some local high schools are reaching out to farm schools with Paired Reading, which aims to improve reading skills and to encourage reading for pleasure.

Paired Reading enable children to read texts of greater difficulty than they would be able to read independently. A high school learner (the tutor), reads a picture book together with a primary school learner (the reader). They read out loud together, until the reader has the confidence to read by himself. Paired Reading between the Inzana Farm School and Merensky High School is described.

The project is successful beyond expectation, and continues to be popular with learners from both schools more than a year after it was initiated. Apart from improved reading skills and love of reading, it has had a positive social impact on all participants.

<http://www.ifla.org/IV/ifla73/papers/128-Nel-en.pdf>

**Public Libraries and their Communities: South Australia reads**

TERESA BROOK (Public Library Services, The State Library of South Australia)

**Abstract:** This paper considers three projects based in South Australia, The Little Big Book Club, The Premiers Reading Challenge and The Big Book Club which provide an opportunity for South Australians to engage in reading and literacy programs at any age, anywhere. The successes of the projects have

paved the way for future endeavours such as The Vegemite Little Aussie Reader and Picture Book to Performance. And therefore continues to promote to all South Australians including funders and policy makers that libraries play an essential role in the building of social capital as well as promoting a socially inclusive community  
<http://www.ifla.org/IV/ifla73/papers/128-Brook-en.pdf>

#### **Session 4**

#### **Libraries for All**

#### **Cultural presentation:**

#### **Libraries, Indigenous Peoples, Identity & Inclusion**

EDGARDO DIEGO CIVALLERO  
(National University of Córdoba,  
Córdoba, Argentina)

Abstract: Indigenous people represent a demographic majority – as well as a social minority- in Latin America. They form the basis for the cultural diversity of the continent, a diversity made up by hundreds of different languages, customs, religions, literatures and oral traditions. Hardly included in social development –even if they have achieved a great success in several of their struggles- these human groups have been discriminated and left behind by almost every government. Their losses include their mother tongues as well as much of their original culture. And, since they have always transmitted their memories through oral tradition, their history is also being lost. Library services for aboriginal populations are scarcely developed in Latin America, though several interesting proposals exist. Among these ones,

the author's work in NE Argentina included the development of sound collections in little libraries placed at schools, inside native communities. These collections recovered oral tradition and connected it with the curriculum of the school. By means of this recorded material and its full transcription, both in their mother tongue and in Spanish, an important part of the community's cultural heritage was saved from oblivion and was employed –using the original language- for bilingual intercultural education. Other services –such as “living books”- were also implemented in order to revitalize ancient information channels.

Through these kinds of services, libraries can recover vanishing identities and support them in order to push indigenous people to believe in themselves, forgetting social exclusion. And by supporting education –for adults as well as for children- libraries can avoid the perpetuation of ignorance and misinformation, a misinformation that have kept aboriginal communities in the shade for centuries. The conference presents a summary of the author's experiences and ideas about indigenous libraries, as well as a brief panorama of this kind of work in other parts of Latin America.  
<http://www.ifla.org/IV/ifla73/papers/128-Civallero-trans-en.pdf>

**Copyright and copyleft:  
Intellectual property rights in a  
socially responsible and culturally  
diverse world**

JAMES HENRI (Faculty of Education  
Hong Kong and Sandra Lee  
Instructor, Faculty of Education,  
British Columbia, Canada  
(No abstract available)

**Cooperation for Better Libraries**  
ANNA-BIRGITTA ERIKSSON  
(Rinkeby, Stockholm, Sweden)

Abstract: In Sweden, most children come to the library with their parents and/or with their preschool or school classes. The preschool services are well developed. However, school children need a more elaborated service than the public library can give, a service that should be provided by a school library. To be successful the school library needs to cooperate with others, and I give some examples of what such cooperation can consist in. School libraries work in very close contact with its users and get much knowledge about their reading activities, their difficulties and their progress, a knowledge that is interesting also to the public library for the development of its services. The public library has a stock that it is interesting for the school library  
<http://www.ifla.org/IV/ifla73/papers/128-Eriksson-en.pdf>

**Task Force Team for the  
establishment of the National  
Support Center for Library  
Services to People with  
Disabilities**

YOUNG SOOK LEE (The National  
Library of Korea, Korea)

Abstract: A new Library Act was announced officially on 4th October 2006 in Korea. One of the notable points of the Act was the establishment of the National Library Support Center for the Disabled (NLSCD) under the National Library of Korea. The NLSCD will actively support general libraries to integrate people with disabilities into mainstream library services. The purpose of the establishment of the NLSCD is to minimize the information gap between Information Alienated Class and non- Information Alienated Class and to include people with disabilities into mainstream society. This paper focuses on the background of the NLSCD and the major activities.  
<http://www.ifla.org/IV/ifla73/papers/128-Lee-en.pdf>

**From Caterpillar to Butterfly:  
Mobile book boxes in Rural  
Communities**

JUNE BAATJES (South Africa)

Abstract: At the time of the IFLA World Library Conference in Berlin 2003 I was acting chair of the Mobile Libraries Section when we received proposals to help with an idea for supplying books to rural African communities.

There were about four different ideas but the universal favourite was dubbed the "Caterpillar Project" as it envisaged using a folding box shelf system to transport books to isolated communities.

The term "Caterpillar Project" was coined from an existing project in Kenya. Sam Culphe and June Baatjes worked together on the project, which was tested in the

North (Kenya) and South (rural South Africa) areas of Africa. As a result, a small sub-group was formed for the project and a bid made for IFLA funding to do a pilot scheme. The project group consisted of myself from the UK, Ruth Ornholt from Norway and June Baatjes from South Africa. This paper describes this project.

<http://www.ifla.org/IV/ifla73/papers/128-Stringer-en.pdf>

oooOooo

### **Personal Reflections on the IFLA Conference in Durban**

**Ramatoulaye Fofana-Sevestre**  
Bpi- Mission lecture et handicap  
Paris, France

*(This reflection is followed by a translation in English)*

J'avais déjà eu la chance de participer à un congrès de l'IFLA en 2005 à Oslo et même si j'en ai gardé un excellent souvenir, je dois bien avouer que je m'étais sentie un peu submergée par l'ampleur de cette manifestation. Mal préparée, ayant une connaissance très moyenne du fonctionnement de cette institution et de ce que l'on attendait de moi en tant que membre du comité permanent de la section des bibliothèques servant les personnes désavantagées (LSDP), je n'avais pas su profiter pleinement de cette opportunité.

Avant de me rendre à Durban le 16 août 2007, j'avais donc pris soin d'établir la liste de mes priorités :

- 1- Suivre la question des publics désavantagés dans l'ensemble de la conférence
- 2- Renforcer mes compétences de jeune professionnelle en suivant les travaux liés au management des bibliothèques et à la maîtrise de l'information
- 3- Une plus grande implication dans les travaux de la section

J'ai donc essayé, à partir de ces éléments, de construire un programme qui me permettrait à la fois de suivre un maximum de communication en rapport avec mes centres d'intérêt, de profiter des événements sociaux proposés pendant la semaine et de rencontrer de nouveaux collègues du monde entier.

Et ce ne fut pas chose facile ! En effet, cette conférence organisée en Afrique du Sud, a eu à cœur de mettre au point un programme capable de faire écho à la réalité sociale, économique et politique du pays hôte. La diversité des publics et le multiculturalisme, le droit à l'information pour tous, le rôle des femmes, la lutte contre les inégalités étaient à l'honneur et de ce fait, les publics « désavantagés » étaient plutôt bien représentés dans les différentes communications. Ainsi, Albie Sachs, dont l'intervention lors de la cérémonie d'ouverture restera, j'en suis sûre, gravée dans tous les esprits a le premier rendu hommage et dédié sa conférence au bibliothécaire de prison qui par le biais des livres qu'il lui apportait durant son incarcération lui a permis de garder foi dans l'humanité ! Voilà

qui donnait le ton et promettait une bien belle conférence !



LSDP Standing Committee

Au-delà des réunions de travail de la section LSDP, la session commune des sections lecture, bibliothèques publiques et bibliothèques scolaires et centre de documentation été particulièrement riche en retours d'expérience d'accueil des publics désavantagés.

J'ai ainsi suivi avec beaucoup d'intérêt l'intervention de collègues finlandais sur le partenariat avec une association d'adultes dyslexiques et la mise en place d'un « dyslexia service point » dans la bibliothèque. Dans cet espace public neutre, les usagers dyslexiques et leur entourage peuvent trouver des informations sur le handicap, des livres audio, des documents faciles à lire et des logiciels adaptés. Des volontaires de l'association se relaient également pour accompagner les usagers dans leurs diverses démarches de lecture et ça marche : le public est au rendez-vous et la bibliothèques manque même de volontaires !

Lors de cette session, il a également été question de bibliothérapie auprès de jeunes enfants dans un centre de

soins à Cuba comme alternative à la psychiatrie pour rétablir la communication avec certains enfants : cette thématique qui est au cœur des activités de la section LSDP a trouvé ici une très belle illustration et a permis de souligner le rôle social de la bibliothèque dans le contexte hospitalier : c'est bien un lieu de contact, de parole et de re-création de lien avec la famille et l'école. Bien sûr la journée de la Division III intitulée « Inclusion sociale : comment les bibliothèques peuvent-elles relever le défi d'étendre leurs services à tous les membres de la communauté ? », fut elle aussi ponctuée d'intervention d'une très grande qualité.

Hormis la présentation de Young Sook Lee « intégrer les personnes handicapées dans l'offre traditionnel des services de bibliothèques » et sa présentation du Centre de ressources pour les handicapés de la Bibliothèque nationale de Corée, je retiendrais particulièrement celle de notre collègue de Malaisie dont le titre suffit à évoquer la question de l'éloignement naturel de populations de certaines régions du monde avec les infrastructures de bibliothèque: « Braver les rapides et les pistes sinueuses : pour un accès équitable à l'information dans les bibliothèques du Sarawak ». Comment donc rendre équitable l'accès à l'information, quand le principal moyen de transport est par voie d'eau, et quand l'électricité est rationnée dans certaines zones ? Comment faire en sorte que ces populations ne deviennent pas des « marginaux de l'information » ? En développant des moyens alternatifs

d'approvisionnement en énergie (des panneaux solaires par exemple), en mettant en place des systèmes de bateau-bibliothèque comme d'autres ont des bibliobus, bref en faisant preuve d'imagination et en refusant d'économiser ses efforts ! Je vous invite donc à lire l'ensemble des communications de cette journée : elle eu pour moi, un effet véritablement régénérant.

Enfin, le programme commun proposé par les sections des bibliothèques pour aveugles et les bibliothèques pour enfants et jeunes adultes était lui aussi très enrichissant : j'ai surtout apprécié les interventions des collègues suédois (Les livres illustrés accessibles aux enfants aveugles et malvoyants ) et anglais (création d'une collection de prêts de livres avec illustrations tactiles pour jeunes enfants avec handicap visuel) autour du livre tactile et de son intérêt pour familiariser les enfants déficients visuels avec l'objet livre et permettre à des parents aveugles d'enfants voyants de leur lire les mêmes histoires que celles qu'on lit aux autres enfants.

La chasse aux nouvelles idées a donc été plutôt bonne à Durban cette année ! Ce congrès fut aussi pour moi l'occasion de faire de belles rencontres avec les collègues nord australiens notamment qui ont remporté le prix de la fondation Bill et Melinda Gates en récompense de leur travail auprès des populations aborigènes : j'espère seulement que ma prochaine conférence sera au moins aussi réussie que celle-ci...

[English translation]

*The first time I attended an IFLA Conference was in 2005 in Oslo, and I must confess that I felt a bit overwhelmed by the magnitude of this event. Poorly prepared with a very little knowledge of the functioning of this institution and what was expected of me as a member of the Standing Committee of the Section of libraries serving the disadvantaged (LSDP), I was not able to take advantage fully of this opportunity.*

*Before I get to Durban on August 16, 2007, I had therefore been careful to list my priorities:*

- 1 – Focus on the issue of social inclusion during the conference*
- 2 - Strengthen my skills as a young professional following the work associated with the management of libraries and information literacy*
- 3 – Become more involved in the work of the section*

*So with these points in mind, I tried, to select papers to attend that would allow me to follow up on papers related to my field of interest, enjoy social events offered during the week and meet new colleagues around the world.*

*And it was not easy! Indeed, the conference held in South Africa was very much concerned with the social, economic and political life of the host country. The diversity of public and multiculturalism, the right to information for all, the role of women, the fight against inequality were in the spotlight and as a result, "disadvantaged persons" were fairly*

well represented in the various presentations. Albie Sachs, whose speech at the opening ceremony made a great impression on many, paid tribute to and dedicated his lecture to the prison librarian who, through books, enabled him to keep his faith in humanity during his incarceration! This opening speech set the tone for a wonderful conference!

In addition to the Standing Committee meetings of the LSDP section, the joint session of the reading sections, public libraries and school libraries and documentation centre was excellent.

I learned with great interest the intervention of Finnish colleagues in partnership with an association of dyslexic adults and the establishment of a "service point" for dyslexia in the library. In this public space, dyslexic users and their caregivers can find information about disability, audio books, documents easy to read and suitable software. Volunteers of the association also are working to assist users in their various approaches to reading. The session also included a paper on reading with young children in a care centre in Cuba as an alternative to psychiatric treatment to improve communication with some children.

The Division III session entitled "Social Inclusion: how libraries can meet the challenge to extend their services to all members of the community?" also included papers of a very high quality. In addition to the presentation by Young Sook Lee on integrating people with disabilities into traditional library services and

introducing the Resource Center for the Disabled of the National Library of Korea, I also enjoyed the thought-provoking paper from Malaysia: "Challenging the rapids and the winding timber tracks: for equitable access to information in libraries Sarawak." How is it possible to make access to information equitable when the main means of transport is by way of water, and when the electricity is rationed in some areas? How do we ensure that these people do not become "information poor"? By developing alternative energy supplies (solar panels, for example), by putting in place boat libraries as others have libraries in buildings, using our imagination and refusing to be defeated! I invite you to read all the communications that day: it was for me, a truly inspiring event.

Finally, the joint programme proposed by sections of libraries for the blind and libraries for children and young adults was also very rewarding: I especially appreciated the Swedish colleagues paper on illustrated books accessible to blind and visually impaired children and the English presentation on the creation of a collection of books with tactile illustrations for young children with visual impairments and how this can allow parents of blind children to read and enjoy stories together.

My hunt for new ideas has been pretty good in Durban this year! The conference was also an occasion for me to meet with colleagues including the person from northern Australia who won the Bill & Melinda Gates Foundation in recognition of their work with Aboriginal peoples: I can

*only wish that my next conference will be at least as successful as it.*

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## **Further Reflections on the IFLA Conference in Durban**

### **A Visible Division Also This Year!**

**Helle Arendrup Mortensen,**  
Lyngby-Taarbaek Public Library,  
Denmark  
Secretary of the LSDP Section

Sponsored by two Danish library funds I attended the IFLA conference in Durban in 2007. In this article I will share my impressions from some of the presentations and give a description of the Division Day: Social Inclusion.

One of the highlights at the opening ceremony was *Justice Albie Sachs*. He talked about his long fight against apartheid and his years in prison. He gave a very touching description of, how much it meant to him, when, after several weeks in prison, he was allowed to read books and about his first meeting with the prison librarian.

*Towards the Participating Patron* was one of the catchy headlines from the presentation: *The new entrance to the library: effectiveness and use of the library web-site*. How do you visualize the library users and their thoughts about the library on the webpage? (Presentation no.74).

ALA (American Library Association) presented “@ Your Library”, a campaign for the World’s Libraries that can help you promote libraries in

your country. The campaign is co-sponsored by IFLA. There are a lot of good ideas and slogans ready for use. The following slogan is an example on how you can focus on e.g. different disabilities: “Deaf Awareness begins @ your library”. You can read more on the website: <http://www.ala.org/ala/pio/campaign/campaignamericas.htm>. About 30 countries and regions are already participating in the campaign. (Presentation no. 86).

As a newly elected secretary I also had to attend other meetings e.g. *Officers Training Session*. (Presentation no.100). We were given some good advice on how to recruit new members for our sections. It was suggested that we cooperated with other IFLA sections and divisions when planning programs for the coming conferences. The new IFLA structure with fewer divisions was also on the agenda. IFLA is a big organization, which means that decisions on structural changes are long term processes. “We are the organization and everyone has a voice”, as one of the officers said. At the same time it is important to ensure effectiveness and a certain freedom of action for the divisions and the sections.

President Elect Claudia Lux was responsible for the workshop: *Libraries on the Agenda*. (Presentation no.112). It is always exciting to take part in the discussion and not only to be a listener. In my group there were librarians from Nigeria, Scotland, South Africa and Brazil. The question to be discussed was: How do you get your library on

the agenda? Someone expressed it in this way: How can you make people say: "Wow! This is the library!" Some of the advice given included:

Don't look like a typical librarian (!)  
Be innovating  
Be business like  
Stay on track with your goals

"How do you handle politicians?" was another question One person suggested that we should approach politicians as partners – not as beggars. The politicians need the library as much as anyone else. Think of what is important for them at the next election and translate the needs of the library to the politicians. Social inclusion is a good statement to present to politicians and this leads into the subject for the Division Day for Division III: Libraries Serving the General Public: *Social inclusion: How can libraries embrace the challenge of reaching out to serve all people in their community?* (Presentation no. 128-1,2,3,4). I will share my impressions of the presentations I attended.

The division day session was organised by four sections: Libraries Serving Disadvantaged Persons, Public Libraries, Library Services to Multicultural Populations and Libraries for Children and Young Adults. Alex Byrne opened the division day session by speaking about "normality" - us and them. The library can not only serve the well known users - we must also try to have encourage people who do not normally use the library e.g. because of social exclusion. Why should we

be bothered with the users that we don't know? Can't we leave them to the social workers? Alex Byrne answered the question relating to the human rights and equal right to information – and the importance of the library service being for everyone.

"From social exclusion to inclusion" was the title of the presentation by Ina Fourie, South Africa. What distinguishes excluded people from those who are included? What do people need in order to make a difference in their lives? Do they have faith in librarians? The non-users might not know that they need information.

Two "best practice" presentations from China: "Reaching Out to Vulnerable Groups" made a big impression – the first about a library for families and for prisoners and the second a fantastic story about the establishment of a library in the mountains. 7.500 kg. books were carried up the mountain by 300 inhabitants during 4 days. We also heard about other challenges for access to information from other countries such as lack of electricity, crocodiles(!) and weak infrastructure. These challenges always create the feeling of deep respect from a Danish librarian.

Library services to immigrants and how to include them in the libraries e.g. during their meeting with health care, and coaching was another subject during the day. I was unable to participate in the third part of the division day, but one of the last presentations was Young Sook Lee,

Korea from our own section with a very interesting presentation about integrating people with disabilities into mainstream library services.

The division day ended up with a presentation of the IFLA Caterpillar Project. It is a project in Africa supported by IFLA. The "library" contains of a small collection of books and information about HIV/Aids packed in a kind of small cupboard – where you open the doors and there is the library.

In my opinion, the division day was a great idea and the subject: Social inclusion was very relevant for our section. Unfortunately, we had no opportunity to promote our section as exhibition space was lacking. The working group accepted 19 papers out of about 40 and there were 17 presentations, and it had been a difficult job to select the papers for the day. Another indication of the success of the day.

The conference room was very big, so it might have looked spacious related to attendees, but it is my impression that there were a lot of visitors during the day. It was successful in creating a kind of dialogue with the audience in spite of the very big auditorium and some technical problems. In my opinion a division day might be a possibility every second or every third year.



Dunja-Maria's Poster Session

LSDP were represented by 3 posters at the poster session this year: The Right to Literacy and Knowledge by Dunja-Maria Gabriel (represented by a colleague) no.18, Model Prison Libraries by Vibeke Lehmann no. 36 and Library Services to Persons with Dementia. A presentation of: Guidelines for Library Services to persons with Dementia written together with Gyda Skat Nielsen, Corresponding member of LSDP by Helle Arendrup Mortensen no. 60.



Helle's Poster Session

Library visits in the townships in Durban was another fantastic experience as well as the nature and the meeting with the South Africans, but that is another story.

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## Introducing...

*In each issue of the LSDP Newsletter we hope to include information about members of the Section's Standing Committee. This issue introduces Veronica L.C. Stevenson-Moudamane.*

Veronica is currently the Junior Services Librarian for the City of Danbury in Connecticut. She's been a librarian for over 17-years and has worked as an academic librarian, an adjunct lecturer on library skills; as well as an adult services librarian for public libraries.

Professionally, Veronica is an active member of many national and statewide associations and committees, and is currently serving on The American Library Association's New Member's Roundtable Governance Committee; as well as co-chair of the Mentoring Committee. Additionally, Veronica has written numerous articles on timely librarianship issues; and has contributed chapters to two published monographs; and is currently under contract to publish her first book for Libraries Unlimited in 2009.

Veronica is pleased to have been appointed to IFLA'S LSDP's Standing Committee as the Committee's mission and function is a natural fit into her position on providing service and accessibility to all persons within the community. Veronica looks forward to working within the LSDP Committee and working with fellow IFLA Committees during her tenure.

When not working, Veronica is an interior decorator fanatic and loves transforming spaces with hidden potential into wonderful places to live and work. Veronica also loves traveling. Her life goals are to visit all 50 of the United States by the age of 50; as well as the world's continents; although, admittedly, she says a visit to Antarctica might never be realized.

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