International Federation of Library Associations and Institutions

Newsletter for IFLA section no. 11 School Libraries and Resource Centers

World Book and Copyright Day storytelling session by an invited author who writes for children in India
(courtesy of Madhu Bhargava)

Conference Offerings by
School Libraries and Resource Centers Section

10 August 8:30-11:20
Section Business Meeting I

14 August 12:00-13.30
Section Business Meeting II

13 August 9:30-12:45 Section Program co-sponsored by Libraries for Children and Young Adults Section
The more that you read, the more things you will know. The more that you learn, the more places you'll go." (Dr. Seuss) - Children's Libraries and School Libraries get together for the children of the world!

- Keynote: ***Strongest together: One child - two libraries…because less won't do! New forms of co-operation between school library and public library***
  Kirsten Boelt (Aalborg Public Libraries, Danish Library Association, Aalborg, Denmark) and **Bente Bruun** (Kolding Public Libraries, Kolding, Denmark)
- ***Two worlds… One librarian… My experiences as a children's librarian at a public and school library***
  Ida Joiner (Carnegie Library of Pittsburgh and St. Benedict the Moor School, USA)
- ***Managing the merger: Youth Services & Programming in joint libraries***
  Wayne Finley (Northern Illinois University Libraries, DeKalb, USA) and **Joanna Kluever** (Julia Hull District Library, Stillman Valley, IL, USA)
- ***Information literacy - step by step: Result of a partnership between the public library and school libraries in Gävle, Sweden***
  Gunilla Hagman (School Library, Gävle, Sweden), **Brita Sjögren** (Vasa Upper Secondary School Library, Gävle) and **Sara Gagge** (Polhem Upper Secondary School Library, Gävle)
- ***Read!***
  Hanna Sjöberg (Malmö stadsbibliotekek, Sweden) and **Görel Reimer** (Pedagogiska centralen, Malmo)
- ***Learn to read-read to learn @your library: public and school library partnership***
  Paulette Stewart (University of the West Indies, Mona, Jamaica)

Pre-IFLA 2010 Conference Opportunities

- ***The Future for School Libraries in a National/International Perspective***
  9 August in Gothenburg, sponsored by Sweden's Skolbibliotek and IFLA School Libraries and Resource Centers Section
  http://www.skolbibliotek.se/preconf2010.htm
  Contact: preconf@skolbibliotek.se

- ***Information Literacy: Context, Community, Culture***
  8-9 August in Gothenburg, Sweden, sponsored by IFLA Information Literacy Section
  Contact: S.Webber@sheffield.ac.uk

- ***With the Right to Read***
  7-9 August 2010 in Oslo, sponsored by IFLA Library Services to People with Special Needs, Libraries Serving People with Print Disabilities, Literacy and Reading Sections; International DAISY Consortium, The International Network for Easy to Read
  http://www.abm-utvikling.no/bibliotek/with-the-right-to-read.html
  Contact: tone.moseid@abm-utvikling.no

Section Chair's Report 2009-2010

Randi Lundvall
rlundvall@hotmail.com

2009 was an election year. *Karen Usher* was elected new Secretary and Treasurer, *Yuriko Nakamura* new Information Officer and *Randi Lundvall* new chair of the Section. We have been in touch by mail quite frequently during the period. *Lesley Farmer* has edited two Newsletters during the period.

In Milan 2009 we had a session on the theme of how school librarians can engage their students in and facilitate access to cultural heritage and cultural artefacts, both their own and in the rest of the world. *Karen Usher* chaired this session in a professional way, and we heard interesting papers from Russia and USA (*Lesley Farmer*).

The theme of the joint session we are sharing with the *Section for Libraries for Children and Young Adults* in Gothenburg 2010 is on partnerships between Public Children's Libraries and School Libraries. In April 7 -10 2010 Karen Usher and I had a Mid Year Meeting where we joined the Section for Libraries for Children and Young Adults. It was a very good meeting where we could join forces on the planning of our joint session, exchange ideas on how to work within our two sections and also discuss the possibility of further joint work. The selection of the papers for our session had already been discussed and decided upon before this meeting. The participants from both sections doing this work were *Ingrid Bon* and *Viviana Quinones*, Chair and

Secretary of the CYA Section, and *Karen Usher, Lesley Farmer* and *Randi Lundvall* from our Section.

In Gothenburg we are sponsoring the Satellite conference in Gothenburg Aug 9: *The Future of School Libraries in a National and International Perspective* together with *The Swedish School Library associations*. Unfortunately a post IFLA/ IASL conference in Amsterdam Aug 16-17 *Building Bridges for Children's Access Rights* has had to be cancelled due to not enough participants.

IFLA SLRC Section has planned a joint meeting with IASL in Gothenburg on Friday Aug 13. Karen Usher, Lesley Farmer and Randi Lundvall are the Section's representatives, while Luisa Marquardt, Helle Barrett and Lourense Das are the representatives of IASL. Our two organizations' future joint work is on the agenda.

The theme of collaboration seems to have been the red thread running through the work of this period and this is good. In February ENSIL IFLA CILIP SLA and IASL together signed a letter to the British Prime Minister on school libraries in Britain becoming statutory.

The Section has 61 members.

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School Libraries and Resource Centers Section
Standing Committee Meeting Minutes – Milan 2009

22nd August 2009 First Standing Committee Meeting

Attendees: Karen Usher (Chair and Treasurer), Barbara Immroth (Secretary)
SC Members – Gail Bush, Madeleine Duparc, Monika Gumz, Randi Lundvall, Olga Maeots, Luisa Marquardt, Yuriko Nakamura and Dianne Oberg.
Corresponding Members – Dalia Naujokaitis and Lesley Farmer (Newsletter Editor)
Observers – Tracey Adams, Ivana Ballarini, Emanuaelo Grandi, Kenji Kanna, Donatella Lombella and Sachiko Nakajina

1. Karen Usher opened the meeting at 11.30 and all present introduced themselves.
2. There were no minutes from the previous meeting (lost in office relocation)
3. Information from the Co-ordinating Board was passed to the meeting

Milan restaurants and the meal vouchers were explained.
Our Division change from III to I was explained, now in Library Types.
Libraries serving persons with print disabilities now Library services to People with Special Needs.
Public Library Guidelines and Mobile Library Guidelines are being revised.
Brisbane – in an effort to be more transparent information was given about the change of venue from Brisbane to Gothenburg. The 600,000 Euros need to run a WLIC was no longer feasible in Brisbane. Kuala Lampur could not replace Brisbane on such short notice but Gothenburg could.

4. Milan – items of interest were highlighted
a) Reading Manifesto – Madeleine Duparc has been involved in drafting
b) Programme items
   (i) Children and Young People and Reading sections joint Session

(ii)   SLRC Session with three speakers, including Dr. Farmer (note – the Indian speaker Dr. Singh did not attend)

5. Luisa Marquardt and Donatello Lombello, the organisers of the IASL Conference in Abano Terme were introduced and programmes were distributed. The joint Pre-Conference also organised by Luisa and Donatello 'Reading in a Digital Age' taking place in Padua was also highlighted. Karen Usher was to Chair part of the day.

6. Terms of Office.
    Standing committee members whose Term of Office was over were James Henri, Barbara Immroth and Busi Dlamini. HQ had issued Certificates of Thanks. Barbara was presented with her and a gift from the Section. Karen Usher would take the Certificates for James and Busi to Abano Terme.

7. Section Business
    Election of Officers – all Officer positions were up for election. Nominations had been received before the WLIC for Chair – Randi Lundvall and Secretary – Karen Usher. A Nomination for Yuriko Nakamura as Secretary was received at the SC. Karen and Yuriko gave statements supporting their nomination. Barbara Immroth and Dalia Naujokaitis conducted the secret ballot. Karen Usher was elected. Randi Lundvall was elected unopposed.

    Information Officer will continue to be Dr. Lesley Farmer. It is probable that Information Officer will be an elected post in the future. This post will include Webmaster as IFLA's website becomes the main medium of communication. Our current webmaster will be pleased to receive information for inclusion in the Sections part of the website. It can also be used for Social Networking.

    Treasurer – Karen Usher had also been Treasurer. No Nominations for this post had been received. Karen indicated her willingness to continue in post.

    2009 Treasurers Statement - The Section did not receive actual cash. All claims were made to IFLA HQ and paid by International Bank Transfer.
    Income for 2009   €325

    Expenditure
    Newsletter expenses to Dr. Farmer   €140
    (Hardcopies and postage for Section Members unable to receive pdf's)
    Speakers Gifts   €50
    (Supplied by Karen Usher in Quebec and Milan)

    Balance retained by IFLA

8. 2010's joint Session was discussed. Ideas re content were received from Dianne Oberg and Dilgit Singh (Corresponding member – email). The inclusion of Case Studies was proposed. This would be taken to the jpoint planning meeting planned for Milan and would be reported back at the second SC. Randi Lundvall, Lesley Farmer, Olga Maeots and Yuriko Nakamura volunteered to be involved in planning Gothemburg if required.

9. Items deferred to the Second SC meeting were:
   Gothenburg – possible Pre and Post Conferences
   Puerto Rica – initial planning
   Strategic Plan

25th August 2009 Second Standing Committee Meeting

Attendees: Tricia Adams, Gail Bush, Lesley Farmer, Barbrara Immroth, Randi Lundvall, Yuriko Nakamura, Dianne Oberg and Karen Usher.
Additional Observers: Ray Doiron, Kosi Kedem, Eleonora Moccia, Ana Ordas, Tsutormu Shunji and Elisabeth Soderling

10. The joint meeting with CYP was reported on. The theme was to be ' Co-operation between public children's services and school libraries.

The proposed format was an overview paper followed by Case Studies. (The suggested invited Speaker to do the overview was not able to able to attend so it was decided to do one large case study plus others). Those who had volunteered to moderate would be asked as required and the final arrangements would be made at the CYP's Mid-Year Meeting in Paris which Randi Lundvall and Karen Usher had committed to attend.

11. The Post Conference for Gothenburg was to be in Amsterdam and be organised by Marianne Kouren. It would include School Library Visits.
12. Preliminary discussions re Puerto Rico took place. Randi Lundvall reported that the Public Libraries Sections had proposed a joint Session.
13. Karen Usher reported that a joint Pre-Conference with IASL was unlikely as there was a two week gap between the Conferences.
14. Yuriko Nakamura had agreed to act as Webmaster during the WLIC. She had also proposed a section Dinner during the Gothenburg WLIC. This idea was welcomed and would be auctioned by the Chair and Secretary.

The meeting was closed with best wishes to all Members and the hope that we would all meet again in Gothenburg.

Section Newsletter Editor

Dr. Lesley Farmer, lfarmer@csulb.edu

Thanks to the membership for sending me information about projects, events, and resources. Your articles and photos are especially welcome throughout the year. The newsletter is only as good as its contributions. Inside posters are 2009 California School Library Association Student Poster Contest winners.

SCHOOL LIBRARY ADVOCACY

Individual and regional school libraries are in jeopardy, and nationwide currents of distress AND action are also seen. Sometimes school libraries are victims of the economy, policies or natural disasters. Sometimes they are under threat beyond any specific issue. In response, teacher librarians around the globe are trying to make their communities aware of the library – and teacher librarian – role in education. This section of the newsletter covers a number of situations and ways that teacher librarians are responding.

A Library in Every School: Proclamation

"A Library in Every School: Proclamation" is an initiative of the ENSIL Foundation in close collaboration with IFLA School libraries and Resource Centers Section and IASL (International Association for School Librarianship). The European and international organizations ENSIL, IASL and IFLA School Libraries and Resource Centers announced the publication of a joint document that can be used to advocate professional school libraries worldwide.

The resultant proclamation, "A Library for Every School," can be used by individuals as well as organizations. ENSIL suggests translating the document into the community's language and sending it to as many school leaders, administrators, politicians and decision makers as possible. They also suggest posting it onto websites, blogs, Twitter, listservs and other social networks.

The official proclamation in English is signed and distributed by Stichting ENSIL and co-signed by IASL, IASL Europe and IFLA School Libraries and Resource Centers Section. A Word version of the proclamation in English enable one to sign on the first page, adding the (organization's) name in the footer, and (optional) the logo in the header. For details, go to: http://www.ensil.edu and http://www.facebook.com/pages/A-Library-in-Every-School/123615464341320

A SCHOOL LIBRARY IN EVERY SCHOOL!

OPEN LETTER TO […]

Dear …,

We, the undersigned, kindly ask your attention to the following.

Although information can be considered as the 'North sea oil of the 21st century', and reading and understanding information, texts, images, and sound, has enormous economical and social impact, school libraries are not high on the political agenda. Politicians, decision makers and even school leaders are under the assumption that a school library in every school is the task and responsibility of individuals instead of national policy.

With this Open Letter and based on the starting points mentioned below, we strongly request you [… *fill in the name of your national or regional minister(s)*] to reconsider current policies and develop a school library in every school.

"School libraries boost student achievement". This is not just a sound bite. There is irrefutable evidence to support it. A 21st century school library is more than just a room with books. A state-of-the-art school library has a *function* in the school. A function to support, engage and stimulate learning and development in this digital era.

Many studies have been undertaken by various institutions and organisations in all geographic regions of the world. These studies, admittedly with perhaps different words, different points of emphasis and in somewhat different contexts have all, collectively, underscored the conclusions below:

- In the 21st century, symbolized by lifelong learning, distance education, the incredible proliferation of digital mobile media, and the challenge of coping with an Internet information tsunami that is gradually, but inexorably, drowning even the best efforts of Google's search engines, the need for professional libraries and information specialists (librarians) in schools is indisputable.
- The relationships between information literacy and school libraries are inextricably intertwined and school librarians around the world play a key role enabling the integration of information literacy into the curriculum.
- The so-called "digital divide," and "the division of societies into haves and have nots," both of which are now clichés, are directly linked and rooted in the failure of governments to statutorily prescribe the need for a library in schools.
- Information itself is becoming the strategic resource of the Information Age, and information resources - - their collection, their organization, their cataloging, their indexing, their dissemination, and most importantly their use - - have long been the domain of librarians, libraries and librarianship. Teachers alone cannot do the job! They must partner with librarians in the context of knowing how to use libraries and information, if countries are to prosper in the Global Information Society.
- It is not enough to simply allow national and local governments, school principals and school boards to establish school libraries "at their discretion," in the name of "budgetary flexibility". That strategy and policy, which arguably may have been effective and appropriate given the political, economic and social circumstances of the 20th century and before, is simply grossly inadequate and in the view of the signatories, is very dangerous for countries to follow.
- To sum up, the role of a school librarian, operating in a modern multi-media library resource centre, and equipped with the technical skills learned in an accredited librarianship education programme, is absolutely crucial to economic and social progress.

In short, the need for a library, staffed by a full-time professionally trained educational information specialist (librarian), in every primary and secondary school (not just at the university level) is an absolute "must" if countries are to survive and compete successfully in the 21st century, in the context of what many are calling a Global Information Society.

We, the undersigned organizations and individuals therefore urge to take the necessary steps to make school libraries and professional staffing a legal requirement in every school in […].

Yours sincerely,

Ms. Lourense H. Das, Coordinator and Chair, European Network for School Libraries and Information Literacy (Stichting ENSIL)
Prof. James Henri, President, International Association of School Librarianship (IASL)
Dr. Luisa Marquardt, Director Europe, International Association of School Librarianship (IASL)
Ms. Randi Lundvall, Chair, International Federation of Library Associations (IFLA), School Libraries and Resource Centres' Section

Campaign for School Libraries

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Since South Africa's democratic transition, the right to education for all has been a key public priority. The legacy of apartheid, and in particular the fragmented education system which for over forty years was based on racial division and white minority rule, left the new ANC government with a deeply entrenched crisis to resolve.

Empirical studies have shown that South African learners lag far behind their peers in other countries. Indeed, in the *PIRLS 2006* report which tested primary school learners' reading skills in 40 nations, South Africa's learners achieved the lowest scores (Mullis, 2007). In the 2004 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) II study involving 14 sub-Saharan African countries, 49.9% of South African grade 6 learners could not understand the meaning of basic written information. Overall, South Africa ranked ninth behind countries including Mozambique, Tanzania and Swaziland.

This poor national performance obscures an equally serious problem: the huge gulf in literacy between the advantaged and disadvantaged sectors of South African society. In 2005, 42.1% of grade 6 learners in the Western Cape could read and write at the appropriate level. However, in schools previously classified as 'white', 86.9% met the standard in comparison to just 4.7% in formerly 'black' schools (Western Cape Education Department, 2006). These challenges of illiteracy and inequality lie at the heart of the educational crisis in South Africa.

Much research in developed and developing countries has focused on the factors which, when employed effectively, can improve the outcomes of learners. The problems in education are multi-faceted and improving the quality of teaching is a central challenge, something that EE is engaged with. But many of these investigations have pointed to the positive causal relationship between the performance of learners and the provision of school libraries (Suryadarma, et al., 2006). In a major international study, for instance, researchers concluded that, all other things being equal, student performance increases by between 10% and 25% when a stocked, staffed and fully-funded library is in operation within a school Lance, Rodney & Hamilton-Pennell, 2000).

It is nowadays common knowledge that libraries are an integral part of the education process. They work hand-in-hand with school curricula, and especially in grades where the use of written resources is expected; they provide a quiet, safe, well-lit space in which learners can study and develop their minds; they act as vital reference points for young people in need of guidance, whether it be in relation to their personal interests, their careers, or even their mental and physical health; they significantly improve the outcomes of teachers and learners alike; and, perhaps most importantly, they promote information literacy, a hunger for knowledge and a love of reading. In South Africa's Library and Information Services (LIS) Transformation Charter (2008, p. 121), it is stated that:

> As institutions of reading, libraries contribute significantly to a culture of
> reading with an emphasis also on writing and learning. Although reading

occurs both inside and outside of libraries, they play the leading role in building a nation of life-long readers [...] In addition to their educational and cultural roles, libraries contribute to economic development by improving productivity through a reading and functionally literate workforce.

Nevertheless, in 2007 only 7.23% of South African public ordinary schools were operating functional libraries (South Africa Department of Education). Since 1997, five drafts of a National Policy on School Libraries have been circulated by the Department of Education (DoE), and yet there still exists no official policy. A sixth draft, entitled *National Guidelines for School Library Services* recently emerged in 2009, but it is a discussion document, not a policy, and therefore contains no implementation plan.

Equal Education (EE), founded in 2008, is a movement of learners, parents, teachers and community members working for quality and equality in South African education through analysis and activism. Its head office is in Khayelitsha in the Western Cape. Among its overarching objectives are: the development of learning facilities and resources; the improved availability, practice and content of teaching; the building of commitment and passion among teachers and learners; and the overall efficacy of the public education system. After successfully campaigning for the repair of 500 broken school windows, EE proceeded to reduce the proportion of late-comers in schools across Cape Town.

During 2009, EE embarked upon a new campaign: 1 School 1 Library 1 Librarian. In order to address the acute shortage of school libraries in South Africa, its members – thousands of high school students and their parents – have made a commitment to ensuring that the government provides every school in the country with a library; a trained, full-time librarian or library administrator; adequate shelving; computer facilities; 3 books per learner[1]; as well as annual funding to service each library by ring-fencing 10% of the Learning Teaching Support Materials (LTSM) allocation.

In recent months, EE has been flooded with letters and petitions in support of these objectives; by 30 November 2009 approximately 20,000 had been collected. Matanzima Baleni, a member of EE's Parents Committee, stated: 'When one looks at the education statistics, it is clear that South Africa is underperforming internationally and could improve its position with the help of school libraries.' N.D. Maluleke, School Manager of Shihlobyeni Primary School in Limpopo province, wrote:

Our school has been without a library since 1940 when it was established. It has been difficult to improve the culture of reading in this rural community. It is our resolve as educators, parents, learners and the entire school community to request government to establish a library.

Maluleke reminds us of something basic: Libraries are vital because most South African homes do not have books. A school library is the only place a grade 1 or grade 2 child can find enough reading material to learn to read well.

The key demand in EE's Campaign for School Libraries, is the urgent need for the Department of Basic Education to provide a National Policy on School Libraries, and to develop an implementation plan. The legal framework for doing this already exists in section 5A of the South African Schools Act, which empowers the Minister of Basic Education to prescribe minimum norms and standards for school infrastructure, including that there 'must' be a library in every school. To date, the Minister has not signed the draft regulations into law. This, along with fulltime librarians, is precisely what EE demands.

Works Cited

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[1] This is a slight improvement on the standard set by the DoE's Quality, Improvement, Development and Upliftment Programme (QIDS UP). Walter Johan Mercuur, Deputy Director of QIDS UP, informed EE that QIDS UP aims to provide every learner in schools categorized within National Quintiles 1 and 2 with a minimum of 2 books.

Library Week Is a Kick

The Library and Information Association of South Africa (LIASA) leveraged the 2010 World Soccer Cup to brand South Africa Library Week (15-20 March). Their theme, Read The Game: Score@YourLibrary, was carried out in posters, bookmarks, bags, and balloons. The Provincial Library Service Promotional provided the materials, which were printed in three languages.
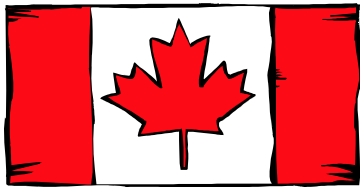
Australia Asks: How Important are School Librarians?

A looming skill shortage in the school library sector is one of the factors that has prompted an inquiry into the problem by the Australian House of Representatives Education and Training Committee. To inquire into and report on the role, adequacy and resourcing of school libraries and teacher librarians in Australia's public and private schools, the committee is focusing on:

- the impact of recent policies and investments on school libraries and their activities;
- the future potential of school libraries and librarians to contribute to improved educational and community outcomes, especially literacy;
- the factors influencing recruitment and development of school librarians;
- the role of different levels of government and local communities and other institutions in partnering with and supporting school librarians; and
- the impact and potential of digital technologies to enhance and support the roles of school libraries and librarians.

To this end, hearings and testimonials have provided evidence of the need for school library sector support. For updates on this issue, go to
http://www.aph.gov.au/house/committee/edt/schoollibraries/index.htm

Canadian Efforts

The following document commissioned by the Ontario School Library Association addresses the changes teacher-librarians need to make in their daily practice in order to be relevant and effective in the 21st century:
http://www.accessola.com/data/6/rec_docs/677_OLATogetherforLearning.pdf
Together for Learning was written by several well-known advocates for school libraries including: Ray Doiron, Ken Haycock, David Loertscher, Ross J. Todd, Debra Wallace, and David Warlick.

On 2-3 June 2010 Canadian teacher librarians participated in Treasure Mountain Canada: a retreat to discuss Canadian research in the field. To view their presentations, go to http://tmcanada.pbworks.com/ and http://tmcanada.blogspot.com/

England Debates Need for Librarians

A recent report on public service reform by the KPMG accounting firm (http://www.kpmg.co.uk/pubs/204000%20Payment%20For%20Success%20Access.pdf) recommended that "giving councils total freedom on libraries could mean that they create huge social value from engaging a community in running its own library, backed up with some modern technology, whilst also saving large amounts of money on over-

skilled paid staff, poor use of space and unnecessary stock." The emphasis was on community support rather than central government support, appeared to threaten the status of professional librarians. The chair of the Museums, Libraries and Archives Council recognized that such a movement would hurt the disadvantaged.

you may be aware of this Commission which is currently taking place in the UK. I see from the SLA's website that they have sent theri submission which can be found at the following URL:

http://www.sla.org.uk/sla-school-library-commission-submission.php

 The SLA (School Library Association) published on Feb.15th the new guidelines, *Primary School Library Charter*, a practical booklet offering ideas, tips, and a further readings list, about why and how establish or enhance the school library services in a primary school. The SLA press release and the booklet are available in PDF format to be freely downloaded from URL: http://www.sla.org.uk/primary-charter.php .This basic publication will be surely welcomed and appreciated in many parts of the world, where it is still difficult to access professional literature and get new inspirations and stimuli.

Earthquakes Shake Latin American Libraries

 This spring the Western Hemisphere was hit by several earthquakes. The two most devastating ones shook Chile and Haiti.

 In Chile over half of the area's 200 libraries were damaged, and six public libraries were completely destroyed. The American Library Association (ALA) has established a relief fund to assist in library reconstruction:

http://www.ala.org/chile

 Haiti's earthquake was the worst natural disaster for this impoverished country. ALA has created a fund for library and collection rebuilding in Haiti: http://www.ala.org/haiti. Teacher librarians at New Trier High School (near Chicago) responded to Haiti's plight, particularly since two of the school staff were born in Petit-Goave, Haiti, where Ecole Saint Joseph was destroyed (along with 58 other schools). The librarians established the Haiti Relief Project, and nearly $100,000 has been raised to rebuild the school. If interested in helping New Trier High School, go to http://tinyurl.com/ykeoorx.

 MLIS and MFA students at the University of Alabama's School of Library & Information Studies (SLIS) joined together to raise funds for the recovery and reconstruction of libraries in Haiti that were ruined by the recent earthquake.   Book arts and library science students worked together to create "The Collaborative Haiti Broadside," a beautiful work of art, and will sell the limited edition of 75 numbered copies to those interested in owning one. The broadside, which measures 11" by 17", is printed on paper that was made by hand in the School's paper mill from cotton fabric contributed by members of the SLIS community. Meanwhile, students in the information sources and services course identified "Night and Day" by Haitian poet Paul Laraque,

and their instructor acquired permission from the publisher to print the limited edition of the poem for the project. Tuscaloosa artist Sarah Marshall created the linotype of the artwork that graces the broadside, and students set type and printed the broadsides in the School's type studio. The Haiti Broadside was unveiled on 1 April at the School's annual Edible Book Festival. A photograph of the broadside may be viewed at http://www.slis.ua.edu/Haiti.html. For additional information about this project and the availability of the broadsides, please contact Cassie Martin at 205-348-4610 or cmartin10@slis.ua.edu. SLIS challenges other programs in LIS education to launch projects that can address the rebuilding of the Haitian information infrastructure. Please share your projects and ideas with all of us so that we can learn about the cultures and personalities of other schools.

School Library Advocacy Through Technology

In response to inadequate school library support and sliced library budgets, teacher librarians around the globe are trying to make their communities aware of the library – and teacher librarian – role in education. Sometimes school libraries are sometimes under threat beyond any specific issue. While individual and regional school libraries are in jeopardy, nationwide currents of distress AND action are also seen. Increasingly, professional library associations at different levels are developing advocacy resources, including toolkits, to provide information ammunition. A few of these toolkits include:

- IFLA School Libraries and Resource Section: http://www.ifla.org/en/publications/school-library-advocacy-kit
- InfoLit Global: http://www.infolitglobal.info/directory/en/browse/category/ products/advocacy_toolkits
- American Association of School Librarians: http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/toolkits/toolkits.cfm
- Resources for School Librarians: http://www.sldirectory.com/libsf/resf/promote.html
- California School Library Association: http://www.csla.net/res/sip_toolkit.htm
- School Library Systems Association of New York State: http://www.crbsls.org/slsa/

In this web 2.0 world, a new realization of video's power has resulted in several videos being produced and disseminated by teacher librarians and partners. Here is a sampling:
ALA Library Advocacy Video Contest: http://www.ala.org/ala/issuesadvocacy/advocacy/ libraryadvocacyday/videocontest/index.cfm
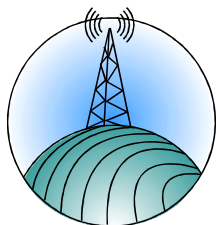ALA I Love Libraries (check out "Love Your Library"): http://www.ilovelibraries.org
Australian teacher librarians: http://www.youtube.com/watch?v=E4HY70ORQWc
Taiwanese High School: http://www.youtube.com/watch?v=9zeL1ncRF18
Los Angeles: http://www.youtube.com/watch?v=cPF12jD6F-s and
http://www.teachertube.com/viewVideo.php?video_id=183895

Mansfield University: http://www.youtube.com/watch?v=cdv1Jwci3lA
Joyce Valenza: http://schoollibrarytapestry.ning.com/video/why-school-libraries-1
Springfield Township (PA) High School:
http://schoollibrarytapestry.ning.com/video/imagine-strong-school
Denver Public Schools: http://www.youtube.com/watch?v=RB-JuBZYfQc
University of Washington: http://www.youtube.com/watch?v=a_uzUh1VT98 and
http://www.youtube.com/watch?v=a_uzUh1VT98
CLC: http://www.youtube.com/watch?v=NnAk7tZq9zY

En Tu Biblioteca®

Univision Radio, the largest Spanish-language radio broadcaster in the U.S., airs public service announcements about the value of libraries and librarians. A Spanish language website (http://entubibliotecha.org) provides tools for librarians who want to reach out to the Spanish-speaking public.

A Picture is Worth K Words

Photography also captures the essence of libraries. This low-tech option can foster broad-base participation, and provides images that can be used in library and reading publications and presentations.

eLearning Africa sponsored a photo contest to show how mobile phones, the Internet, computers and the audiovisual media have changed lives on the continent. To view the winning photos and the entire photo gallery, go to http://www.elearning-africa.com/picturevoting_home.php

The American Library Association is sponsoring a Library Snaphot Day to capture life in the library within the year 2010. Each state can choose which day will represent the library. This initiative provides an easy means to collect statistics, photos and stories that will enable library advocates to prove the value of their libraries to decision-makers and increase public awareness. For details, go to http://www.ala.org/ala/issuesadvocacy/advocacy/statelocalefforts/snapshotday/.

"Changing Lives, One Book at a Time"

From Africa, With Love: "We never had a library at our school at all. This is the best thing that has ever happened to our students, parents and me as a teacher as well."

The African Library Project partners with volunteers in African communities to create small libraries for African schools and villages. The African Library Project makes it easy for U.S. children to recycle their books in order to share the gift of reading with children in Africa. The donated books are collected in the U.S. through book drives organized by volunteer schools and non-profit organizations. The books are shipped directly to the communities who request them. Celebrating 5 Years and 500 Libraries! Harambee is Swahili for "Let's pull together to get it done!" See http://africanlibraryproject.org/

Educational Comics Get Digital
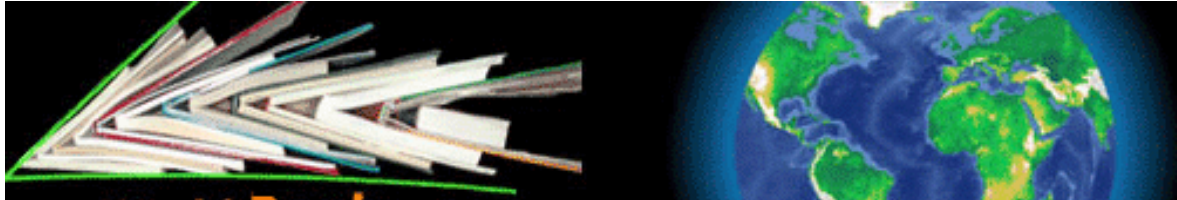

Dr. Symeon Retalis, Educomics Coordinator University of Piraeus Research Center, Piraeus, Greece
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Educomics (http://www.educomics.org/) is a European Union Comenius education project under the LifeLong Learning Program. It has built sets of resource materials for teachers based on research and piloting in EU schools, so that teachers will have clear examples and guides to use digital comics in their teaching practice. Digital comics in the classroom have been clearly seen to enhance learning to engage and motivate students. For teachers it allows them to use, a simple, technology in a practical and effective way.

Librarians and other educators are invited to take part in the project by also using digital comics. Participants can use a software application called ComicLab, which has been used by students and teachers for making digital comics in classrooms. ComicLab is available at http://webcomicbookcreator.com.http://webcomicbookcreator.com. A full instruction book accompanies the 30-day fully functional, trial version. Users can find

open access, resources and lesson plans about educational uses of comics on the project website, including lesson plans, materials and tools.

The project is very interested in getting feedback. Users can comment or use the template downloadable from the website. By trying comics, users can add to the project's knowledge of how digital comics can be used as effective, motivational tools in the classroom and add to the resources we will make available to teachers. For more information, contact Dr. Symeon Retalis.

23 April: UNESCO launches Anti-Piracy Observatory

Irina Bokova, Director-General of UNESCO

By celebrating this day throughout the world, UNESCO seeks to promote reading, publishing and the protection of intellectual property through copyright.

23 April is a symbolic date for world literature for on this date and in the same year of 1616, Cervantes, Shakespeare and Inca Garcilaso de la Vega all died. It is also a vital date of other prominent authors such as Maurice Druon, K.Laxness, Vladimir Nabokov, Josep Pla and Manuel Mejía Vallejo. It was a natural choice for UNESCO's General Conference to pay a world-wide tribute to books and authors on this date, encouraging everyone, and in particular young people, to discover the pleasure of reading and gain a renewed respect for the irreplaceable contributions of those who have furthered the social and cultural progress of humanity.

The idea for this celebration originated in Catalonia where on 23 April, Saint George's Day, a rose is traditionally given as a gift for each book sold. The success of the World Book and Copyright Day will depend primarily on the support received from all parties concerned (authors, publishers, teachers, librarians, public and private institutions, humanitarian NGOs and the mass media), who have been mobilized in each country by UNESCO National Commissions, UNESCO Clubs, Centres and Associations, Associated Schools and Libraries, and by all those who feel motivated to work together in this world celebration of books and authors. For details, go to http://portal.unesco.org/culture/en/ev.php-URL_ID=5125&URL_DO=DO_TOPIC&URL_SECTION=201.html

FEATURED COUNTRY PROJECTS

Spring Conference for Croatian School Librarians

Helen Boelens
ENSIL Foundation, hboelens@ensil-online.org

The Spring conference for Croatian school librarians took place in Zagreb 7-10 April 2010. Their theme was "The School library and leisure time." The event was organised by: the Croatian Education and Teacher Training Agency; the University of Zagreb, Faculty of Humanities and Social Sciences, Information Sciences Department; the Sušak Gymnasium in Rijeka; and the Croatian Association of School Librarians.

Papers were presented on school library and leisure time, formal and informal learning, school library inclusion in the curriculum, collaboration between teacher librarians and other teaching staff, the use of information technology in school libraries, and education in virtual environment and school libraries.

Approximately 500 school librarians, attended the conference. Representatives of school libraries and universities in Slovenia and Bosnia & Herzegovina were also present. On 9 April, an international Round Table was held in English. Presentations were made by guests from Slovenia, Bosnia & Herzegovena, Denmark, and the Netherlands. Those present were especially interested to hear about the inclusion of school library lessons in the the school curriculum, and also wanted to learn more about international trends and changes in the curriculum for students at library and information science faculties at universities. Discussions were also held about ways to make school librarianship an attractive profession, which would be chosen as a career by young university students.

Every school in compulsory education in Croatia has a statuory school library, run by a school librarian who is also a qualified teacher. A school library wiki (http://www.knjiznicari.hr/UDK02/index.php/%C5%A0kolske_knji%C5%BEnice_Republike_Hrvatske) is being developed, which will list schools by county, This project will enable librarians to retrieve and compare data about each library.

Helen Boelens is researching the status of school libraries in Europe, and would appreciate added information about them.

Conference attendees Maria Eriksen Britt, Municipal Association of School Libraries, Denmark; Dr. Mihaela Banek-Zorica and Tomislav Ivanjko, University of Zagreb; Helen Boelens

An Assessment of Student Satisfaction in Using an E-Resource Tool Developed for a Selected Girls' School in Saudi Arabia

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Strategies to overcome limited exposure to resources (both traditional and online) in developing countries are essential in order to meet UNESCO goals for global information literacy, which aim to provide all people with the abilities to use and assess information in their professional and personal lives. Studies indicate that providing students with access to and instruction in using e-resources can enhance performance in coursework and information literacy.

In Saudi Arabia, formal use of e-resources supporting the curriculum in Saudi Arabia is quite limited due to technical and cultural barriers and a lack of qualified librarians. Educators in Saudi Arabia have called for a closed, customized Web-based system to overcome these barriers and support the e-learning environment. This study aimed to create and field-test a Web-based intranet tool in Arabic, allowing teachers and librarians to work together to select and link e-resources with the curriculum to provide students with effective access to e-resources in a culturally accepted manner. It also aimed to assess the student experience of using the tool to determine the nature and extent of student satisfaction as well as the relationship between student satisfaction, level of use of the e-tool, overall evaluation of the tool, and teacher evaluation of student work produced using the tool.

The study was carried out at Al-Bayan Model School for Girls, Jeddah, Saudi Arabia with 116 7th, 8th, and 9th graders in five e-classes during the 2007–2008 academic year. The researcher, librarian and three Science teachers collaborated face-to-face for three months and then electronically to select and digitize 1550 resources to be used in tool, which was developed using PHP, with the MySQL database system.

Data for the assessment of the student experience included direct system monitoring, questionnaires, observation, and interviews. A factor analysis for student satisfaction extracted six components (Usefulness, Relevance, Knowledgeability, Independence, Availability, and Supportiveness) and explained 69% of total variance with reliability for each component above 0.70. An independent general factor for Student Satisfaction emerged from a Structural Equation Modeling (SEM) SEM was also used to assess relationships among student satisfaction, overall evaluation, and coursework performance. The results indicated a good model fit. Grade level was an important factor, with 7th graders showing significantly higher Satisfaction and Overall Evaluation. Overall, the findings indicate the ECT tool can facilitate cooperation among teachers and librarians to provide effective e-resource exposure for students. The study suggests the potential to use the E-Resource Tool in other developing countries where differences in languages and cultural norms are a challenge to developing information literacy.

Editor's Note: Ms. Rana Abuzaid successfully defended her dissertation recently.

Manning School Libraries with ISLE

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With a population of around 80,000, The Isle of Man has five high schools, all of which have school libraries. In an effort to promote our library services, and to formalize a cooperation that has been happening informally for a number of years, we have set up ISLE (Island School Libraries and Education). The group also includes the Family Library, a public library for children and teachers run by the Department of Education and Children

The group was launched on World Book Day by the then Education Minister Mrs. Anne Craine MHK. Its intent is to offer a series of events and promotions throughout this year, which we have designated 'Love Your School Library' year. This will give us the opportunity to promote and publicize the great work that librarians do in schools, and to provide a lot more opportunities for students to interact with their school libraries, be

creative and share their love of reading with others inside and outside of school. Ros Alcock, Librarian at Ballakermeen High School says, "Plans so far include Carnegie shadowing groups, World Cup reading promotions, setting up of a traveling collection of graphic novels and cartoon books, special events for National Poetry day and Children's Book week, regular displays about the different school libraries mounted at the Family Library, and the launch of an island wide 'Reading Challenge' in all the secondary schools to encourage and support leisure reading by students of all ages."

Our local newspaper, *The Manx Independent*, has given us a monthly column to fill with library news and views. We are hoping that this raised profile will result in a greater understanding by politicians and public alike of the importance of school libraries on the Island.

Education Library's Pedagogical Museum at Universidad Autónoma de Madrid Gains Its Own Space

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In 1996 The Education Library at Universidad Autónoma de Madrid (http://biblioteca.uam.es/educacion/default.html) began to form a Pedagogical Museum (http://biblioteca.uam.es/educacion/museo.html), bringing together mainly textbooks used in nursery, primary and secondary education published since the mid-nineteenth century until 1950. From this initial background, the collection continued to increase with small donations. It currently has over 1000 primarily print publications and some fifty digitized books available in the university's institutional repository. The importance of this collection lies in its usefulness for research in the reconstruction of the historical past of Spanish education. Its website gives complete information on their funds, installation, service and cultural activities, providing access to its digitalized books (http://digitool-uam.greendata.es/R/I4GA8FND15FYPLU7VDL8LPS6P4FQKE9BS59NBP589VMPSI12SN-00188?func=collections-result&collection_id=1275&pds_handle=GUEST).

Finally, the Education Library has a place to install this valuable collection, which integrates bibliographic funds all together with objects and school materials such as desks, blackboards, globes, photographs, and so forth, thus creating a permanent exhibition of the collection.

Awards

Brazilian Da Vinci Huis Awardee Honored

The winner of the 'Da Vinci Huis' - IASL Fund Prize is Lilia Virginia Martins Santos, from Belo Horizonte, Minas Gerais, Brazil. Lilia is head librarian of the Municipal School Padre Francisco Carvalho Moreira and responsible for five other libraries that are part of the School Library Network (a total of 181 school libraries) of the Municipal Department of Education of Belo Horizonte. She has a diversified and active role within this network, for which she was responsible from 2006 to 2009, as well as in other areas: professional training, lecturing, giving courses, and participating in events and round tables on the topic.

Lilia has a background in teaching and a Masters in Library and Information Science from the School of Information Science, Federal University of Minas Gerais (UFMG), where she defended her dissertation *Dissemination of literature to children and adolescents: the practice of Mineiro publishers*. Lilia coordinates her library's blog and publishes the activities held there, and invites others to know more about the library and the librarian.

Lilia has a positive view of the issue of school libraries in Brazil, saying that "I believe my experience - being responsible for the library and coordinator of the Library Network - is a positive example of how to work with school libraries in Brazil." According to her, the award is an opportunity to become acquainted with the work of librarians from different countries and to acquire new knowledge that can lead to professional networking around common interests as well as to strengthen the studies of the school librarianship. All of the above show that Lila has a global view of her profession and all the requirements to represent Brazil at the 39th Conference of the International Association of School Librarianship (IASL) in 2010 in Brisbane, Australia. This year's conference theme is "Diversity, Challenge, Resilience: School Libraries in Action," which Lilia exemplifies.

At the Bologna Children's Book Fair the winners of the 2010 **Hans Christian Andersen Awards** of the International Board on Books for Young People (IBBY), were announced: author David Almond from the United Kingdom and illustrator Jutta Bauer from Germany. The Andersen medals and diplomas will be presented to the winners on 11 September 2010 at the international IBBY Congress in Santiago de Compostela, Spain. Details are at http://www.ibby.org/index.php?id=1019

Kitty Crowther 2010

Belgian writer and illustrator Kitty Crowther was announced as the winner of 2010 **Astrid Lindgren Memorial Award** (ALMA), the world's largest prize (SEK 5 million) for children's and young adult literature. The award is designed to promote interest in children's and young adult literature, and in children's rights, globally. An expert jury selects the winners from candidates nominated by institutions and organizations worldwide. The award is administered by the Swedish Arts Council, and is presented in Stockholm in May. See http://www.alma.se/en/Award-winners/2010-Award-Winner.
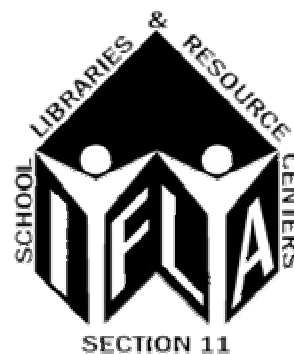
E-Learning Awards

The European Schoolnet promotes the 2010 edition of the e-Learning Awards, a competition that aims at promoting best practices in the pedagogical use of ICT. Primary and secondary schools or teacher training institutions in eligible countries can submit their nomination by Sept. 28, 2010. Details are found at http://elearningawards.eun.org/ww/en/pub/elearningawards/about_the_awards.htm.

IFLA School Libraries & Resource Centers Section 11 now has a logo to help brand the section's work. Section-sponsored efforts may include this image.

It was designed by graphics designer Christopher Farmer.

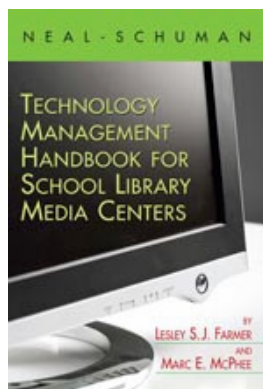SCHOOL LIBRARIES & RESOURCE CENTERS — IFLA — SECTION 11

RESOURCES

IFLA and UNESCO Resources

***Towards inclusive knowledge societies: A review of UNESCO's action in implementing the WSIS outcomes.* (2010). The Hague: UNESCO**.
http://tinyurl.com/38ez6qd
This mid-term assessment was part of the recent WSIS World Summit on the Information Society Forum 2010, held in Geneva from 10 to 16 May. The publication projects to 2015 and its ambitious aims: building knowledge societies that are actually inclusive. The results have been discussed in nine sessions within the Forum.

New Monographs and Digital Resources

Farmer, Lesley, & McPhee, Marc. *Neal-Schuman technology management handbook for school library media centers.* New York: Neal-Schuman, 2010. ISBN 978-1555706593
Covering the spectrum of technology management topics, the authors explore planning, assessment, technology-enhanced learning, maintenance,repair, security…and that's just the beginning! Practical information about space and power planning, troubleshooting, social networking, supervision, and more make this handbook an essential companion for new and veteran school librarians who want to stay current with best practices in technology management and for pre-service school librarians.
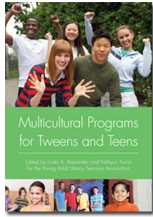
***Handbook for information literacy teaching.* (2009). Cardiff, UK: Cardiff University.** http://www.cardiff.ac.uk/insrv/educationandtraining/infolit/hilt/
This useful handbook gives lots of advice, tips and materials, which can be downloaded and repurposed subject to Creative Commons license.

Brawn, L., Martin, H., & Urquhart, C. (2010). *Risky Business: Taking and managing risks in library services for teens.* Chicago: ALA.
This new guide offers concrete advice in laying the groundwork for enhancing key areas like collection building and programming, including technology components as part of traditional services, and effectively gaining support from administrators and colleagues.

Alexander, L., & Knon, N. (Ed.). (2010). *Multicultural programs for tweens and teens.* **Chicago: ALA.**
This one-stop resource includes dozens of flexible programming ideas to help librarians choose a program specific to school library's scheduling, budget, or age group requirements; create an event that reflects a specific culture; and recommend further resources to interested students.

Evans, Woody. *Building library 3.0: Issues in creating a culture of participation.* **Cambridge: Woodhead Pub., 2009. €87**
This book is written for information professionals and librarians trying to implement and manage Web 2.0 in their collections. Focusing on implementing social web applications, mobile computing, and RFID and QR Code technology, the book details how to make these technologies work for libraries and explores why libraries must gain ground in these important new territories. This book explains not just the use of the technology to reach information seeking communities, but also profound ways in which such relationships will change the nature of librarianship.

International INFOLIT Timeline
http://www.dipity.com/INFOLIT/
The timelines are a great technological resource offering educational opportunities to learn a subject, and research to build a state of art. As another contribution to the Crusade for Information Literacy in Ibero-America, Alfinibero America's blog (http://alfiniberoamerica.blogspot.com; http://alfincolombia.blogspot.com) presents an initial version of three INFOLIT timelines (International, Ibero-America –Spain, Portugal and Latin-America–, and Colombia) that utilize different web resources. These contributions help celebrate ten years of ALA / ACRL of Information Literacy Competency Standards for Higher Education, which marked a milestone in the development of INFOLIT in different contexts, in different types of libraries and educational institutions, not just a university level.

World Readers
http://worldreaders.org and http://worldreaders.ning.org
This international online social network organization fosters reading through shared experiences. Targeted to youth, it provides them with a secure online environment to share interests and thoughts about reading. Students have their own profile, and interest groups can be created, all under the auspices of teacher librarians. The organizational website includes continent-specific resources about reading, books, libraries, and authors.

Skerrick
http://skerricks.blogspot.com/
This school library blog contains all kinds of useful ideas and information for school librarians. The creator is a very creative Australian teacher librarian, Ruth Buchanan.

Conferences

2010 European Foundation for Quality in E-Learning (EFQUEL) Conference
8-10 September 2010, Lisbon
Theme: "How can openness foster quality education through innovation, inclusion and excellence?"
The Open Educational Quality Initiative (OPAL - http://oer-quality.org/) will also hold a consultation at the EFQUEL Conference. The OPAL Project attempts to identify innovative use of Open Educational Resources (OERs) that promote quality, innovation and transparency in higher and adult education.

2nd International Symposium on Information Management in a Changing World
22-24 September 2010, Hacettepe University, Ankara, Turkey
Theme: "The Impact of Technological Convergence and Social Networks on Information Management"
http://by2010.bilgiyonetimi.net/
This conference aims to bring together both researchers and practitioners to discuss the impact of technological convergence and social networks on current information management practices in libraries, archives and museums and their implications for education for library and information science.

International Association of School Librarianship and School Library Association of Queensland Joint Conference
27 September - 1 October 2010, Brisbane Convention and Exhibition Centre
Theme: "Diversity·Challenge·Resilience: School Libraries in Action"
http://iasl-online.org and http://slaq.org.au
This joint conference endorses the role of teacher librarians as curriculum leaders, supporting 21st century learners.

VIII Trejo Foster Foundation Institute – Engaging and Serving Hispanic/Latino and Spanish-Speaking Communities: Best Practices and Challenges for Libraries
5-6 November 2010, Simmons College, Boston
The Trejo Foster Foundation and The Graduate School of Library and Information Science at Simmons College in collaboration with University of Rhode Island and Southern Connecticut State University are co-sponsoring this forum for library professionals and scholars to share experiences and discuss issues and strategies for serving Hispanic/Latino and Spanish speaking populations. The institute will focus on two themes: Best outreach practices, and, current issues and challenges affecting such services. They are accepting papers and proposals for presentations, panels and poster

sessions. The main themes are 1) Best Practices and, 2) Issues, Challenges, and Coping Strategies. For details or to submit work, contact Dr. Howard Rodriguez-Mori (rodrigh@simmons.edu) or see http://gslis.simmons.edu/trejoinstitute2010/

13 November 2010, Tanglin Trust School, Singapore.
This exciting event is being organized by the International School Libraries Network of Singapore (ISLN). It will focus on literacy development across the curriculum, through the strands of digital and traditional literacy, research and enquiry, early years, librarianship, visual literacy and the arts. The conference will explore concepts in both practice and theory, from early years (3 years) to young adults (18 years). The keynote speakers are Dr. Ross Todd and Dr. Carol Kuhlthau, both from Rutgers University, USA. Conference workshops will showcase collective expertise and be peer-to-peer explorations of best and next practice. Sample titles of the conference sessions can be found at www.handsonlit.com. The call for papers/workshop presenters is now open.

Pacific Islands Association of Libraries, Archives, and Museums (PIALA) Conference
15-19 November, 2010, Chuuk, Federated States of Micronesia
http://sites.google.com/site/pialaorg/home
The organizers of the PIALA conference are calling for presenters. As they are a small group they cannot pay for any expenses. Kersweet Eria, is this year's Chuuk Association of Libraries president. His email address is eric@comfsm.fm. He and Keiky Kanamoto are in charge of the program; her email is keinataline@yahoo.com.

Sixth Triennial ECIS Librarians' Conference
12-15 May 2011, Enka Schools in Istanbul, Turkey
http://ecist.read2live.com/ECIS_Istanbul/Welcome.html
Call for proposals deadline is 27 September.

A-LIEP 2011: Asia-Pacific Conference on Library & Information Education and Practice
15-17 June 2011, Universiti Teknologi MARA, Shah Alam, Malaysia
Theme: "Issues, Challenges and Opportunities"
http://fim.uitm.edu.my/a-liep2011/
A-LIEP conference provides a platform for participants to discuss, share, and debate on several issues and challenges facing LIS education and practice with particular emphasis on the Asia-Pacific region. A-LIEF is calling for abstracts of academic papers / case studies / research papers for the conference. The abstracts must not be more than 1000 words. The deadline for the final receipt of abstracts is 30 September 2010.

Welcome to Section 11's Information Officer

Dr. Yuriko Nakamura
ynakamur@mail.doshisha.ac.jp

Dr. Yuriko Nakamura is an associate professor who teaches school librarianship in the Department of Education and Culture, Faculty of Social Studies at Doshisha Unviersity in Kyoto. She earned a M.Ed. at Tokyo Gakugei University, a M.L.I.S .at University of Hawaii, and a Ph.D. at University of Tokyo. Her dissertation about the school library reform in Japan under the occupation after the World War II was published as a book in 2009. She has also published several books and about forty academic papers. She has been working as a committee member of the School Libraries and Resource Centers Section of the International Federation of Library Associations and Institutions since 2005, and serves as Information Officer for the section.