

## **Individual Study Proposal**

STUDY PLAN FOR Summer TERM 2006

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**Faculty supervisor:** Pam McKenzie

**TOPIC:** Developing an online Resource Centre for Librarians Without Borders

### **STUDY PLAN:**

Librarians Without Borders has identified a need for a digital Resource Centre to cover topics broadly related to LWB's mandate, for example: literacy, libraries, health, and education in the third world; libraries and librarians and development. In ongoing consultation with LWB, both students will develop content and/or structure for the Resource Centre. Because the overall website design decisions have already been made, this project will focus on the development and organization of content rather than web design and usability issues.

The overall project goals for both students are as follows:

- a. to work with a client to identify needs and produce content appropriate for publication on the website
- b. to negotiate a large-scale project as part of a team
- c. to explore issues related to libraries/librarians and international development, the development of web resource centres, and LIS consultation work.

### **CONTENTS OF FINAL REPORT**

1. Two forms of website content to meet LWB's needs.
  - a. comprehensive bibliographies/web guides
  - b. short summaries or literature reviews. Our model at present is the in-depth encyclopedia article with a detailed bibliography, such as those found in the *Encyclopedia of Library and Information Science*.
2. Long papers outlining
  - a. the analytical and
  - b. the reflective work of structuring, organizing, and designing of the Resource Centre, including a classification/organizational structure or plan and a long reflective paper on the organization process.

## 1.a Comprehensive bibliography/web guide

### **Libraries, Aid and Developing Countries: A closer look at literacy, publishing and library development in regional contexts.**

LIS 697 – Individual Study

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Introduction

This article will provide an overview of the many issues surrounding the development of libraries in developing countries. To put things in context, definitions of literacy will be explained along with theory that has debated the usefulness and practicalities of education and literacy in the developing world. In addition, some publishing industry concerns and challenges will be overviewed particularly in the African continent. Other issues with particular relevance to Librarians Without Borders will be looked at as well, such as book donation programs, collection development, and aid for library development. An introduction to library histories and some current examples of libraries in developing countries today will also be explained to give a sense of the variety and complexity of each individual situation.

#### Defining Literacy

Literacy is a concept that is difficult to define. Its definition depends on cultural values, institutional agendas, academic research and individual experiences. The definition is also affected by the increasing use of technology and alternate media. It is a concept that is central to traditional formal education. Traditional libraries in western countries are generally designed for a population of literate people (Knuth, Perry & Duces, 1996). In terms of libraries' role in aiding literacy, they can offer access to learning materials needed to run literacy programs. They can also offer places for learning, in particular to individuals who are not interested in learning in formal school institutions ([Literacy For Life, 2006](#)). Furthermore, libraries can themselves offer literacy programs and many are actively promoting reading.

#### Communication and Education Around the World

A traditional western definition of literacy often includes 'the three Rs' (reading, writing and arithmetic). Other traditional definitions have seen literacy as an acquiring of skills. In 1958 UNESCO defined literacy as, "the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life" (["EFA Glossary," 2006](#)). Our present day concepts of reading and writing have evolved over time (Gaur, 2000). In Ancient Greece and Rome, writing was a continuous stream of phonemic symbols (Saenger, 1999). As a result it was only used as a medium for fine-tuning oral discourse and all reading was done aloud (Saenger, 1999). Furthermore, writing through alphabetic and phonetically based systems are not the only ways human cultures have communicated (Finnegan, 1999). Examples of such non-alphabetic

forms of communication include pictorial systems that existed in Mesoamerica, iconic communication (such as international road signs that we use today) or communicating through performance rather than text (Finnegan, 1999).

Education and teaching literacy has also existed in various forms around the globe and throughout history. Some of these forms of education differ from Western European methods. For example, Arabic societies, traditionally, place value on the memorization of sacred texts to be recited orally, rather than on the ability to read and re-write (Wagner, 1999). However, many indigenous forms of education contain similar elements to Western European forms. For example, attaining certain credentials in terms of achieving a particular collection of skills or knowledge that will help the individual function within the society and also help to attain social status (Wagner, 1999).

Today, some official state definitions of literacy in developing countries are similar to traditional western definitions. For example, in India, the national census defines a 'literate' person as one having the ability to read and write in any language; and in Nepal, literacy is traditionally defined as reading, writing and arithmetic but also includes functional literacy ([LINK "http://www.unesco.org/education/GMR2006/full/chapt6\\_eng.pdf"](http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf) "Understanding Literacy," 2006).

## Literacy Theory and Practice

Academics from the fields of psychology, education, linguistics, sociology, anthropology, philosophy, and history have been debating definitions of literacy for decades. The more influential theories come from Anglophone tradition. Other influential theories come from Hispanophone (Spanish), Lusophone (Portuguese) and Sinophone (Chinese) countries ("Understanding Literacy," 2006).

Larson and Marsh (2005) explain how in the west, literacy and traditional education techniques have stemmed from a linear model that emphasizes childhood cognitive development. Traditional models of literacy also associate different rates of acquiring skills with inadequacy and consequently, abnormal development (Larson & Marsh, 2005). As a result, traditional definitions of literacy and reading and writing pedagogy have been criticized.

The 'New Literacy Studies' (NLS) challenged traditional literacy pedagogical techniques, and studied literacy as a social practice (Larson & Marsh, 2005). Heath (1983) first defined literacy events as written text and that meaning and interpretation are constructed through discourse around the text (Larson & Marsh, 2005). This became a central concept to the NLS theory (Larson & Marsh, 2005).

Another important concept in the NLS is Street's dichotomy of autonomous and ideological models of literacy. The autonomous model "defines literacy as a unified set of neutral skills that can be applied equally across all contexts" (Larson & Marsh, 2005, p. 20). The NLS are critical of this view and attend that it is based on traditional western models that "assume text has meanings that are independent of its context and use" (Larson & Marsh, 2005, p. 20). Moreover, "autonomous definitions associated with school can suppress students under the ideology and

social control of dominant groups, preventing a critical analysis of their social and political contexts” (Larson & Marsh, 2005, p. 20). The ideological model “assumes that literacy is a set of social practices that are historically situated, highly dependent on shared cultural understandings and inextricably linked to power relations in any setting”(Larson & Marsh, 2005, p. 20).

Many ethnographic studies have been implemented in attempts to turn the New Literacy Studies theory into practice. (For specific examples see: Street, 2001; Gorzelsky, 2005). The NLS have also been criticized, in that they can be seen as “celebrating local practices that are no longer appropriate in a modern, indeed ‘postmodern’ condition where ‘empowerment’ requires high communicative skills including formal literacy” (Street, 2001, p. 12).

Similarly, in other cases, the reality of power dynamics within a society are complex, and ethnographic research based on social practices, may not always account for these complexities. Papen (2005) explained how the results of a participatory needs assessment, which was based on social uses of literacy and ethnographic research in a post-colonial area of Africa ended differently than expected. Papen concluded that “their own understanding of literacy was much influenced by their perception of those forms of literacy they were excluded from, but which other Namibians appeared to possess. And this first and foremost was formal education and English” (Papen, 2005, p. 10). Papen felt that although the NLS studies are important and useful, they fail to “sufficiently theorize issues of power with regards to literacy” and that NLS also fails to account for “the way local participants and external planners and consultants think about power in relation to different literacies” (Papen, 2005, p. 15).

Paulo Freire wrote *Pedagogy of the Oppressed* in the 1970s, which continues to catalyze educators into acting on the notion that education and literacy are keys to empowerment and social mobility. Critical Literacy is another important theory in literacy studies, which stems from Freire’s critical pedagogy, which “locates schooling in political context and constantly challenges teachers and researchers to uncover implicit oppressions” (Larson & Marsh, 2005, p. 40). Freire believed that education should raise a critical awareness in students (Larson & Marsh, 2005). Street criticized this idea by stating that, “empowerment is not unidirectional” (as cited in Larson & Marsh, 2005, p. 41). Building on these critical views of literacy, some recent postmodern theorists implore that literacy in its traditional form, should not be touted as “the ultimate form of communication and an automatic tool for empowerment and social justice” (Shikshantar, 2003: “Introduction to the Dark Side of Literacy,” para. 4).

In recent years, defining literacy has also been affected by the increasing use of technology. Kress (2003) outlines these changes in two ways: the first is an increasing use of images over writing, and the second is an increase in use of the screen over the book. These changes have been reflected in the multiplication of definitions of literacy, such as: information literacy, computer literacy, and digital literacy (Larson & Marsh, 2005).

## Literacy International Policy Development

Literacy and education in developing countries are largely determined and influenced by the policies of United Nations agencies like UNESCO, World Bank, UNDP and UNICEF (Jones, 1999). UNESCO has been implementing literacy policy since its inception in 1945 ([“About](#)

[UNESCO](#), 2006). Their current definition expands on older definitions of literacy as a set of skills, and acknowledges that literacy is “a continuum of literacy skills and they can be applied in a functional way, i.e. reflecting everyday situations such as reading a bus schedule or using a computer” ([International Literacy Day 2005 Fact Sheet, 2005](#)).

UNESCO’s *Literacy For Life: Education for All Global Monitoring Report 2006* explains how their understandings of literacy take into account the evolving debates and critiques of scholars. They explain how they have come to an understanding of literacy that is: an autonomous set of skills; applied, practiced and situated; a learning process; and text ([“Understanding Literacy,” 2006](#)). As a result of the intergovernmental nature of UNESCO, the literacy policies it develops are often compromises (Jones, 1999). Its policies emphasize social and economic outcomes of literacy rather than political and ‘consciousness-raising’ consequences (Jones, 1999).

The World Bank is another UN agency whose stated mission is “global poverty reduction and the improvement of living standards” ([“About World Bank,” 2006](#)). They have withstood a considerable amount of criticism and continue to provide financial assistance (in the form of loans) to developing countries. Their part in literacy has for the most part been contributions to universal primary education, and they do not focus (as much) on funding for adult literacy programs (Jones, 1999).

UNDP provides grants, as opposed to loans to developing countries (Jones, 1999). From 1965-1975 the UNDP funded a program that attempted to test the idea that functional literacy leads to an increase in worker productivity and therefore an increased economy. Today, they continue to contribute to literacy funding, but not as much as UNESCO (Jones, 1999, p. 356).

UNICEF focuses on children’s literacy rather than adult literacy (Jones, 1999). Although the focus is mainly on primary education, they are also committed to helping mothers and older children who are newly literate (Jones, 1999). Unlike the other UN agencies, UNICEF derives its funds from voluntary contributions (Jones, 1999, p. 357).

## IFLA and the Promotion of Literacy

The International Federation of Library Associations and Institutions (IFLA) has Formal Associate Relations with UNESCO and since the two organizations made these agreements in 1947, IFLA has been “recognized as the principal non-governmental organ for UNESCO’s cooperation with professional library associations” (Weider & Campbell, 2002). IFLA contends that libraries are in an ideal position to promote literacy and reading in developing countries and they provide guidelines in doing so ([“Guidelines For Library-Based Literacy Programs”, 2003](#)). In these guidelines IFLA defines literacy as the following:

Our definition of literacy is broad. It includes the development and practice of reading, writing, and numeracy skills (skills related to numbers). These skills encourage the independence, curiosity and lifelong learning of individuals and groups. Such learners contribute greatly to the economic, social and cultural health of the communities and the nations in which they live.

Moreover, IFLA has a core program that addresses literacy called Action for Development Through Libraries Programme Core Activity (ALP). One of ALP’s priorities is to “promote the

establishment and development of library and information services to the general public, including the promotion of literacy, functional literacy, reading and lifelong learning” ([IFLANET, 2006](#)).

At the *World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council* in 2005 a number of papers were submitted relating directly to literacy in developing countries ([IFLA 2005 Oslo, 2005](#)). Topics discussed included: family literacy promotion in Uganda (Magara, 2005); the importance of information literacy (Chagari, 2005); promoting literacy through reading tents in East Africa (Sarjant, 2005); and promoting children’s literacy through the storybook (Varatorn, 2005).

## International Library Histories

Given that reading and writing are not universal, it is expected that the use, existence and concept of a ‘library’ may also be culturally constructed. Reviewing the history of libraries helps to gain perspective in this regard. Historically libraries have existed on many of the continents of the globe. Many of the early libraries were associated with large empires and civilizations such as the Romans and Muslims, Jews, Chinese and Indian. The concept of libraries was later spread around the world during imperialist and colonialist movements (Stam, 2001). The following survey is a brief introduction to the long histories and variety of libraries outside of the Western world, spanning several continents.

### African Sub-Saharan Libraries

Libraries existed in Africa as early as the 16<sup>th</sup> century, most specifically in Mali and Ethiopia. Colonization brought libraries to societies and cultures, which did not previously have such a tradition and may not have had writing systems, but instead oral systems (Miller, 2001). Many of the libraries that were developed were targeted at those in society, who were educated and literate, and libraries were not developed for those who communicated orally, such traditions were often ignored (Miller, 2001).

### South Asian Libraries

Libraries have existed in South Asia, which includes India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan and the Maldives since the 4<sup>th</sup> century B.C. (Singh, 2001). In ancient times in India they were either attached to palaces, educational centers, or centres of worship. The second largest period in Indian library history was the medieval period in which Muslims brought literary traditions which furthered the growth of libraries. Then with the British colonial period more efforts were made to “improve” the conditions of the libraries. The most famous Indian librarian was Shiyala R. Ranganathan (Singh, 2001).

The libraries of Bangladesh have not had the same fortune as those of Indian. Many libraries were damaged by the civil war in Bangladesh and the country is still attempting to rebuild what was destroyed. Sri Lanka and Nepal have been great centers of learning and have rich library histories that extend back to the 3<sup>rd</sup> century B.C. (Singh, 2001). Unfortunately Nepal’s libraries were destroyed and much of the reading material in the country was banned under autocratic rule. Since 1955 Nepal has been working towards rebuilding the damage done during this time (Singh, 2001).

## East Asian and Buddhist Libraries

Libraries in eastern Asian, or what is now China, Japan and Korea extend back to before the Sui Dynasty. An account of a large collection, for which a catalog was made, dates back to the year 518. Libraries in Japan and Korea also have a long rich history. South East Asian library history is less clear. There are records of royal libraries that existed in Burma and Thailand, but these were destroyed (Harris, 2001).

## Islamic Libraries

In the 7<sup>th</sup> century, the Qur'an first made a revelation that promoted reading. This eventually developed into an abundance of books, which later required librarianship. Schooling was also expected and highly valued, which expanded literacy in a culture that was previously oral. A central value to Islam is knowledge and the dissemination of information (Taher, 2001). During the classic Islamic period, libraries were usually attached to mosques, and palaces. Individuals also held their own collections, which were sometimes offered to the public, forming a sort of public library (Taher, 2001).

## Examples of Libraries in some Developing Countries Today

Today, some of these early traditions and histories can still be seen in developing countries and so should be taken into consideration when building libraries in these countries. The following provides a very brief taste of the situations for libraries in some developing countries. This should not be considered the complete picture.

### African Sub-Saharan Libraries

The development of libraries in former British colonies was faster than French, Portuguese, Belgian and Spanish colonies. As of 1988, all but 4 or 5 sub-Saharan African countries had libraries of some kind (Miller, 2001).

The Ghana library service, a public library service, has been influential in setting standards for public libraries in all of Africa. School libraries are underdeveloped when compared to public libraries in Africa, and students are often forced to use the public libraries. This situation is gradually improving. Many libraries have developed in rural areas, which are often called resource centers and provide reading materials, educational material, reference service, show films and many support cultural activities. Rural audio libraries have been developed to support oral traditions that still remain, and to try and preserve these traditions. Building these collections requires tape recording of oral tradition, and then providing collective listening sessions. The maintenance and organization of these collections can be expensive, so they are often difficult for public libraries to upkeep (Miller, 2001).

Academic libraries in Africa have often been modeled on western models, with some academic librarians having faculty status, but few subject specialists. In academic libraries in Africa 90 percent of the collection is published outside the continent. Collection development is often an attempt to collect for the nation as well as the university. The most established academic libraries in sub-Saharan Africa are in Ethiopia, Kenya, Liberia, Mauritius, Nigeria, Senegal, Sierra Leone and South Africa (Miller, 2001).

### South and South-East Asia

India's libraries are fairly well off relative to countries such as Bangladesh. Today libraries in Bangladesh rely heavily on support from developed countries. The majority of the country's collections are in the capital city Dhaka, but only 5 percent of the country's population lives in Dhaka (Singh, 2001). Nepal is also working towards building back their libraries and has been helped by the Tribhuvan University Central Library which is a national library and also a heavily promotes library development in the country (Singh, 2001).

### Collection Development

When libraries are considering what to add to their collections it's important to keep in mind that sources are relevant to the users of the library. This is as true in developing countries as it is in libraries in the developed nations. As a result of a dependence on donation and aid from developed nations, libraries should be wary of not only filling the shelves with books, but also being careful to retain and build with elements of the culture of its users.

In Africa for example, knowledge dispersion has traditionally been oral. When many African countries were colonized the colonizers introduced concepts of literacy and there was some retention of the existing knowledge, but mainly through written text. Moreover, what was retained was often the work of the colonizers and not the indigenous populations. Much of their knowledge was suppressed and there was no recognition that they'd had a culture or history of their own (Alemna, 1998).

Oral literature, along with other traditional methods of knowledge retention and dispersion are important to preserve and should be a factor to address when building library collections in societies where there were traditions other than written.

### Publishing in Developing Countries

Local publishing is necessary if developing countries are to regain autonomy and have the capacity to supply their citizens with relevant materials (Curry, Thiessen & Kelley, 2002). Building established local publishing enterprises in countries that are politically and economically unstable is an enormous challenge. Read (1996) explained how it has taken some countries up to 15 years to build the infrastructure for textbook publishing. Publishing local trade books could sometimes take even longer.

People have been considering how to improve local publishing capacities in developing

countries for a number of years. Read (1996) explained how 3 factors are necessary for successfully building the infrastructure: having a viable market for the books; knowledge of professional skills and basic resources including capital, authorship, illustrations and facilities. Priestley categorized the needs of the publishing industry in Africa to be: capital funding; textbooks to support education; distribution and marketing knowledge; paper; needs for local language translation, co-publishing, and licensing; and training (as cited in Curry, Thiessen & Kelley, 2002).

Specific issues include difficulties in publishing in local languages, management problems, donor investment, oral versus reading cultures, and language of literacy. In terms of publishing in the local languages, many printing machines are set up to print using the Roman alphabet, but many local languages do not use the Roman alphabet. Moreover, books published in local languages are not viable in markets outside the local market, at least in other countries where the language is not spoken (Bahta & Mutula, 2002). Mismanagement is another common problem and providing business management training would be useful (Curry, Thiessen & Kelley, 2002).

A majority of the donor investment has been put into state and commercial publishing rather than local publishers, but this is slowly changing (Read, 1996; Curry, Thiessen & Kelley, 2002). Similarly, donor countries should refrain from dumping irrelevant materials, to supporting local publishing.

Oral culture does not support the local publishing industry. In Botswana the strength of the oral tradition is contributing to the struggle of the local publishing industry (Bahta & Mutula, 2002). Readership is not only affected by oral traditions but also different literacy rates in different languages. For example, in Botswana the youth who speak in Setswana cannot read it well and would prefer to read in English. (Bahta & Mutula, 2002).

Those who are fighting to keep the publishing industries alive are working to build reading cultures. Some believe it is possible to keep both alive without harming the other (Read, 1996). IFLA and UNESCO actively promote reading culture by offering guidelines in increasing family literacy and a reading habit from home ([“Guidelines For Library-Based Literacy Programs”, 2003](#)). Family literacy is the habit of parents reading novels, stories and educational material to their children.

In Nigeria student enrolment at academic institutions has increased, putting pressure on these institutions' libraries. There have been many associations created to help support scholarly publishing in Nigeria, but it hasn't been enough (Oyinloye, 2001). In sub-saharan Africa as a whole 70-90 percent of library materials are imported (Miller, 2001). Aid and donation are the main contributors to collections in sub-Saharan Africa (Oyinloye, 2001). This aid from developed countries often comes with conditionalities that are confusing, with unclear motives.

### Donated Book Programs

Some would argue that donations and aid to library development “has little to distinguish it from the 19<sup>th</sup> century ‘books for heathens’ syndrome” (Mills as cited in Curry, Thiessen & Kelley, 2002). Many book donations have been highly criticized as not considering the relevancy of

materials donated. Programs that are demand driven rather than donor driven are obviously more successful. Aside from “dumping” useless books, book donation programs can also elicit harm by disrupting local publishing efforts as illustrated above. CODE is one organization that has worked to improve best practices for book donation programs and developed with the support of UNESCO and the International Book Bank, a [Book Donations for Development](#) handbook (CODE, 2006).

It is one thing to have the attitude that anything is better than nothing, which is well intentioned but usually counter-productive. It is another to be aware of the importance of the relevance of books donated, but continue to fail in providing appropriate materials. This is often a result of poor communication between the donors and the recipients (Curry, Thiessen & Kelley, 2002). An example of a common miscommunication is intrinsic to a donor recipient relationship, in that the recipient does not want to indicate the irrelevance of donations and risk losing future donations.

Successful organizations recognize that the donation of books is only a small part within a larger chain, which also includes: oral traditions, author organizations, local publishing, the printing industry, distribution channels and libraries (Curry, Thiessen & Kelley, 2002; CODE, 2006).

## Conclusion

Literacy is a social construct laden with implications that have been highly debated and contested. The traditional definition of literacy - acquiring reading and writing skills - is often introduced as a universal good and yet historically and cross-culturally it has not always been so. Some believe a more critical and contextual analysis should be executed before applying ‘autonomous’ programs, while others promote a standardized program. Overall, the work of scholars has contributed a great deal to definitions of literacy and literacy programs implemented throughout developing countries. Intergovernmental organizations are also highly influential in the implementation of literacy programs, which can often end with politicized results. The non-governmental international library community - in the form of associations - plays a key supportive role in literacy promotion, and is continuing to increase literacy promotion in support of development, not only economically, but also socially and culturally.

Similar to the cultural construction of written literacy and text, the concept of libraries has not been familiar to some for long and brings with it baggage from colonial oppression. In other developing countries there have been rich histories of libraries, but governments, war or natural disaster has destroyed them.

All of the above issues, from literacy to political contexts should be addressed when building libraries in developing countries. Book donation should not be simplistic and should consider these important factors. Supporting local development initiatives, such as the local publishing industry should also be addressed, despite the many obstacles.

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LIS 697 – Individual Study  
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### Short summary: Literacy and Education

Literacy is a social construct laden with implications that have been highly debated and contested. The traditional definition of literacy - acquiring reading and writing skills - is often introduced as a universal good and yet historically and cross-culturally it has not always been so. Some believe a more critical and contextual analysis should be executed before applying 'autonomous' programs, while others promote a standardized program. Overall, the work of scholars has contributed a great deal to definitions of literacy and literacy programs implemented throughout developing countries.

Education and teaching literacy has also existed in various forms around the globe and throughout history. Some of these forms of education differ from Western European methods, while others are very similar. Research on literacy teaching in developing countries has helped form valuable practices for studying local contexts and attempting to measure effectiveness of using Western methods, or local and traditional methods.

Intergovernmental organizations are also highly influential in the implementation of literacy programs, which can often end with politicized results. The non-governmental international library community - in the form of associations - plays a key supportive role in literacy promotion, and is continuing to increase literacy promotion in support of development, not only economically, but also socially and culturally.

Libraries are intrinsically linked with literacy and education. Throughout history where education has been valued, there have been books and therefore there have been libraries. A discussion on libraries in developing countries, and library development would be incomplete without including literacy and education.

# Librarians Without Borders: Proposal for a Digital Resource Centre

LIS 697 – Individual Study

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August 11, 2006

## Introduction

Librarians Without Borders is a non-profit organization that began in February 2005. It was created by a group of library and information science students at the University of Western Ontario. They currently have a website that consists of: information about the organization; events; projects; news; merchandise and how to get involved. They also have a contact page and a page of links. As of now, the page of links is what constitutes their resource centre. Building this page into a comprehensive resource centre is the ultimate goal of this proposal. This document will serve as a plan outlining the user needs, goals of the site, and usability issues to consider. It will also include a preliminary structure for implementing a complex information architecture design.

## Target Population

The target population for the digital resource centre includes the current profile of members: LIS practitioners and students. The potential users will be: non-profit organizations that are focusing on library development, other non-profit organizations; policy makers and the media. This population is geographically, economically and culturally diverse. Geographically the target population ranges from Canada to the US to Europe to Africa, and anywhere else where library development initiatives are being dealt with, or where people are interested in such topics. Economically the target population ranges from countries with very little in terms of technological access and infrastructure, to highly technologically equipped countries like Canada. Within the diversity of countries there is a diversity of occupations, however the majority are associated with library and information science in some way. With such a broad target population it will be necessary to take into account a variety of considerations. But first it's important to understand the needs of the organization, as well as the various users.

## Organizational Needs

to draw in new members from the Internet

to demonstrate expertise in the subject area of libraries and developing countries

## User Needs (See Appendix A)

### Students

to provide introductory resources on issues concerning libraries in developing countries

LIS Practitioners

to provide resources on the current situations of libraries in developing countries

Potential Users and Their Needs (See Appendix A)

Library-Development Non-profit Organizations

to provide guidance, best practices and information on other organizations to assist in

implementing their own library development projects

Policy Makers

to provide guidance, best practices and information on NGOs

to provide resources on the issues in developing countries

to provide information on attaining materials in developing countries

Media

to provide information on current issues and news on issues in developing countries

Overall Resource Centre Goals

to serve as a hub of general information and resources for the above user groups when concerning library development in developing countries

Usability Considerations

Targeting a Global Cross-Cultural Audience

When looking at the general usability of the Librarians Without Borders website there are many factors to consider as explained above. First of all the site is being marketed to a global audience so its helpful to look at some of the cross-cultural communication literature that's being applied to global marketing principals. This literature is targeted at consumers, which our target population is not, but there are some useful tips that could help when designing the digital resource centre.

When designing a site that is targeting various cultures around the world, it is important to take into consideration certain elements of design that may be affected or perceived differently by different cultural values. Hofstede's (1991) Cultural Dimensions helps with communicating cross-culturally. Marcus and Gould (2000) have applied this conceptual framework to web design in the past.

Marcus and Gould (2000) claim that four out of five of Hofstede's Cultural Dimensions are applicable to web design. These four dimensions are the power dimension (PD), the individual dimension (IDV), the masculinity dimension (MAS), and uncertainty avoidance (UA).

---

Low scores -----	High scores
<b>PD</b> low-ranking members of organization	- high-ranking members of organization
<b>IDV</b> history, contribution to society	- youthfulness, individual accomplishment
<b>MAS</b> femininity	- masculinity
<b>UA</b> complexity, structure-less, non-redundant	- simplicity, structure, redundant navigation

Using Hofstede's dimensions is useful to a point, but it becomes difficult to find a design that meets all of these criteria. With respect to the Librarians Without Borders Resource Centre, it is being targeted at every country in the world. There is enough variety within the 66 countries (including geographic regions) Hofstede studied. If you were only targeting Africa for example:

***East Africa:***

**PD** –64 - Means high-ranking members are valued slightly more than low-ranking. But not significantly.

**IDV** – 27 - Means history of an organization and its contribution to society are more important than expressing freedom, individual accomplishment and youthfulness.

**MAS** – 41 – Femininity is slightly more valued than masculinity, meaning monetary gain is not as important, and a fuller life is more important.

**UA** – 52 – Neither overly structured and simplified navigation is valued over complex unstructured navigation. Something in the middle is best.

***South Africa:***

**PD** –49 - Means low-ranking members are slightly valued over high ranking members.

**IDV** – 65 – Individual expression is valued over the history and contribution to society.

**MAS** – 63 – Masculinity is higher than femininity.

**UA** – 49 – Little difference from East Africa.

For all of the dimensions South Africa is quite different from East Africa.

It is useful to recognize these differences across culture, however the most important lesson to take from it when designing websites is to try not fall too strongly on either extreme. It's also significant that Hofstede's dimensions have most often been used by corporations and are targeting corporate clients, whereas LWB is targeting non-profit, and educational organizations and people. These individuals would have variant values within their own cultures as well. It would seem plausible to assume that they would in particular, value an organization's contribution to society rather than individual accomplishment, and also value some emphasis on low-ranking individuals over high-ranking, as well as life fulfillment over monetary gain.

How can these values be applied to web design? Marco and Gould (2000) asserted that valuing low-ranking members not only means placing an emphasis on these members of the website's organization, but also de-emphasizing hierarchical differences between different members of the organization (as cited in Bernard, 2003). Marco and Gould (2000) suggested that the valuing of

‘youthful/individual accomplishment’ sites over ‘historical/contribution to society’ sites could be changed in the overall feel of the site as well as visual representation of who is displayed prominently. Masculine cultures tend to represent more traditional separation of male and female roles, whereas feminine ones stress family and mutual cooperation. Finally Marco and Gould argued that the uncertainty avoidance indicator, or the value of structure over non-structure could be reflected in a website’s structure, information architecture and layout. Less structured cultures, that value complexity and chaos should have less control over navigation, whereas those that value structure and avoid complexity should have an easy to use navigation with redundant points of access.

### Targeting Less Technologically Equipped

It is important when considering the audience may not have high-speed Internet connections or access to certain software that use more technologically equipped societies to offer other options. For example, creating web pages that load quickly and are not laden with large graphics, or flash movies is essential. If it is decided that some documents in the resource centre will be offered as downloadable in addition to HTML, they should be available to download both using Adobe PDF reading software, but also have them as text files.

### Language Considerations

As it is difficult to provide a site with resources in every language of the world, extensive user testing should be done, using web log analysis software to assess who the largest language users are of the site, and then work towards offering resources in these languages, with the aim to eventually translate the entire site to these other languages, would be an asset.

### Other General Accessibility Issues

Making sure the site is accessible by those who are visually impaired is equally important. The site should be designed using CSS, and meet all standards, in order to allow for screen readers to properly translate the web pages. Changeable font size would also be an advantageous feature for those with poor visibility (Krug, 2006).

### General Layout and Design

Since the target population is global, another consideration is to refrain from using icons in the graphic design. In general, studies have shown that links with summaries are preferred to links without summaries (Bernard, 2003). Short paragraphs with little written content on each page are also easier for users to read than long in-depth essays. In-depth essays could be included, but only if they were split up into a series of pages that the user could click through like a book, or as a downloadable file.

## Information Architecture

### The Organizational System

In terms of the information architecture of the site, the organizational system will be hybrid. In other words more than one organizational system will be offered to the user. By providing information in numerous ways it will help to account for problems with vocabulary, different perspectives and interpretations. The end result or presentation and layout of the site should not

be too complex, or too simple, as explained above, so that we account for the variety of cultural values of the users. By providing two-three types of access, this should not be an overwhelmingly complex interface, but still not too simple either. The resource centre is going to be organized by topic and also by audience. By providing similar topics, but having the content written and presented addressing different audiences, it will help to keep the variety of users satisfied with the information. The different content by audience will be represented visually. By using a topical form of organization, which is ambiguous, it will allow for users to browse the information and learn more as they go. However, not all users will want to browse and may know exactly what they're looking for in which case an exact alphabetical A-Z index (with cross-references) will also be accessible from the home page (Rosenfeld & Morville, 2002).

Another type of common organizational scheme is by metaphor, but this would not be appropriate considering the cross-cultural audience and irrelevance of metaphors in cultures outside of their own. It will be important when creating layout and design of the home page in particular, to visually differentiate between the access by topic and the access by audience.

Another option aside from organizing the information hierarchically is to use a database. These are useful for providing access to information that is easily categorized and mutually exclusive, once the information becomes too ambiguous it becomes more difficult to index, making it more difficult for the user to retrieve the information (Rosenfeld & Morville, 2002). However, if the resource centre becomes large enough this may be necessary to house all of the information that can't be contained on web pages, and therefore a database would need to be built. When considering the future potential of the site to be a resource centre containing best practices for practitioners and policy makers, it might be useful to take into consideration making individual databases, search retrieval and controlled vocabularies for each audience. Take for example, a database of best practices that could be searched for policy makers. It could be searchable by topics such as collection development, building planning, or technology. Creating well-designed databases and search engines are more difficult than an index, and also require more maintenance than simple HTML changes (Rosenfeld & Morville, 2002).

A final option for the organizational scheme is whether to include hypertext links between pages. This can cause confusion for the user, so is generally not a good base for the entire structure, on its own, but they can be used minimally once the overall organization and hierarchy is built.

### Indexing and Controlled Vocabulary

The A-Z Index will function as the controlled vocabulary of the resource centre. The USAID Thesaurus will be used to analyze the content of articles and books included in the resource centre with keywords applied to each. These keywords will be included in the A-Z Index. As the resource centre grows, more detailed keywords will be applied and the metadata could be inserted into a database allowing for a search by controlled vocabulary.

### Content

The resources in the resource centre will begin by including citations to things such as journal articles and books. It will also include links to useful web sources. All of these items will be annotated and described with full citations and keywords.

Eventually there is the possibility of including actual PDF articles, however, copyright permission would most likely need to be maintained from authors before posting any academic journal articles.

Whether major content on the issues and best practices is developed by LWB or not, a summary paragraph will be included within each main topic, and perhaps even shorter summaries for sub-topics providing an introduction to the topic. If citations and links to outside sources are included, they will be annotated.

The research on content that has been done was originally intended to provide a superficial overview of issues on anything that touched libraries in developing countries and library development. There was little research done on best practices, and so this will need to be developed.

## Proposal for a Structure

Keeping in mind the user needs of the resource centre, the following structure has been developed. (See Appendix B for a conceptual web site map, and Appendix C for example layouts of the hierarchies).

In order to keep similar types of content grouped in small enough topic groups, the structure will be split into 2 main categories, which are reflected by the different user groups and their needs.

- Broad issues
- Current conditions

Broad issues is directed more towards students, and current conditions is directed more towards LIS practitioners who might be more interested in details on library conditions. Since labeling the categories as Broad issues and Current conditions is somewhat ambiguous and unapproachable I renamed the headings:

- Learn about the big issues...
- Learn about libraries in developing countries...

Below the 'learn about the big issues' heading will be 6 high-level hierarchies that have been identified as mutually exclusive to a large degree, with as minimal overlap as can be seen at this point. (I did not read as much on Indigenous Knowledge, Conflict and Poverty, so am expecting these topics may change and need re-labeling and organizing before any building of the site is done). Within each of the high-level hierarchies will be sub-topics that are also mostly mutually exclusive. They are at fairly similar levels of granularity and don't have any gaps based on research I have done. I attempted to add potential sub-topics that could be built, but again

without having done significant in-depth research on these, it should be expected that the sub-topics may change.

Below the 'learn about libraries in developing countries' heading there will be geographic subdivisions, within which there will be profiles or certain countries. This organization was chosen over organizing it by type of library topic (such as collection development) because each situation may not encompass all of the topics that would need to be chosen. For example if ICT was a broad topic, with Angola as a sub-topic, this may not be something to discuss if they have no ICT system yet developed. Therefore, organizing by Continent and then Country seems more useful, with specific individual descriptions of the situation within each.

The A-Z Index will list all the main topic categories, plus the sub-topics, along with specific indexing terms applied to each resource item (keywords/controlled vocabulary). For the index items that stretch across topic, and can't be linked to just one page, there will be an intermediate summary page with links to redirect to appropriate topical pages. When the resources are later indexed in detail this should account for any overlap between topics. The purpose of the hierarchies is not to create an exact organization system, but an ambiguous one, which allows the user to browse and learn more. If they are looking for something exact, they can also use the A-Z Index.

For the future research done on best practices a temporary spot was found for this audience. It could be presented as:

Find best practices for library development...

## Conclusion

In conclusion, more testing needs to be done such as web log analysis and card tests to make sure taxonomies and labels are sound and usable. Further research into the use of academic PDF articles could also be done, as well as what type of content is most desirable and how is it going to be implemented.

More research on best practices should also be done before attempting to create any type of taxonomy within this area as well.

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## Appendix A – Current and Potential LWB Website Users

### Current LWB Member Profile:

#### **Members by Occupation**

- Librarians/information specialists or researchers (85-90%) : This group generally work professionally in a library setting (either public/academic/special).
- also quite a few students
- 1 Doctor
- 1 Economist

#### **Other Initiatives Members are Involved in**

- Project SEA ORCHID
- Lawyers Without Borders
- (worked with) a school library for the deaf in Ghana
- CBA's International Development Program
- International Relations Committee for DCLS
- World Library Partnership
- (worked with) medical information outreach in the Pacific Islands
- Network Learning
- The Cochrane Cancer Network
- (interested in starting) a project including libraries, English as a Second Language programming, and children's theatre in Hungary
- (interested in starting) designing for a library for an orphanage in Honduras
- Mission trips to Mexico for Magnolia Baptist Church
- Global Citizen Journey (interested in) traveling to Nigeria in November of this year to help open a library
- Books Beyond Borders- project Schoolhouse
- Prison Book Project
- (worked with) World Bank and the International Monetary Fund as Deputy Chief Librarian and Deputy Division Manager
- MLIS grad from the University of Tennessee UT's Info Science program has established a relationship with a university in Uganda (studying the dissemination of AIDS information)

#### **Member Countries of Origin**

Australia	South Africa
Canada	France
Greece	Germany
Guam	Holland
Holland	Scotland
U.S.A	UK
Thailand	Denmark
Botswana	Brazil
Zimbabwe	India
Malawi	Australia
Congo	Indonesia
Egypt	Vietnam

## Current Interest in LWB

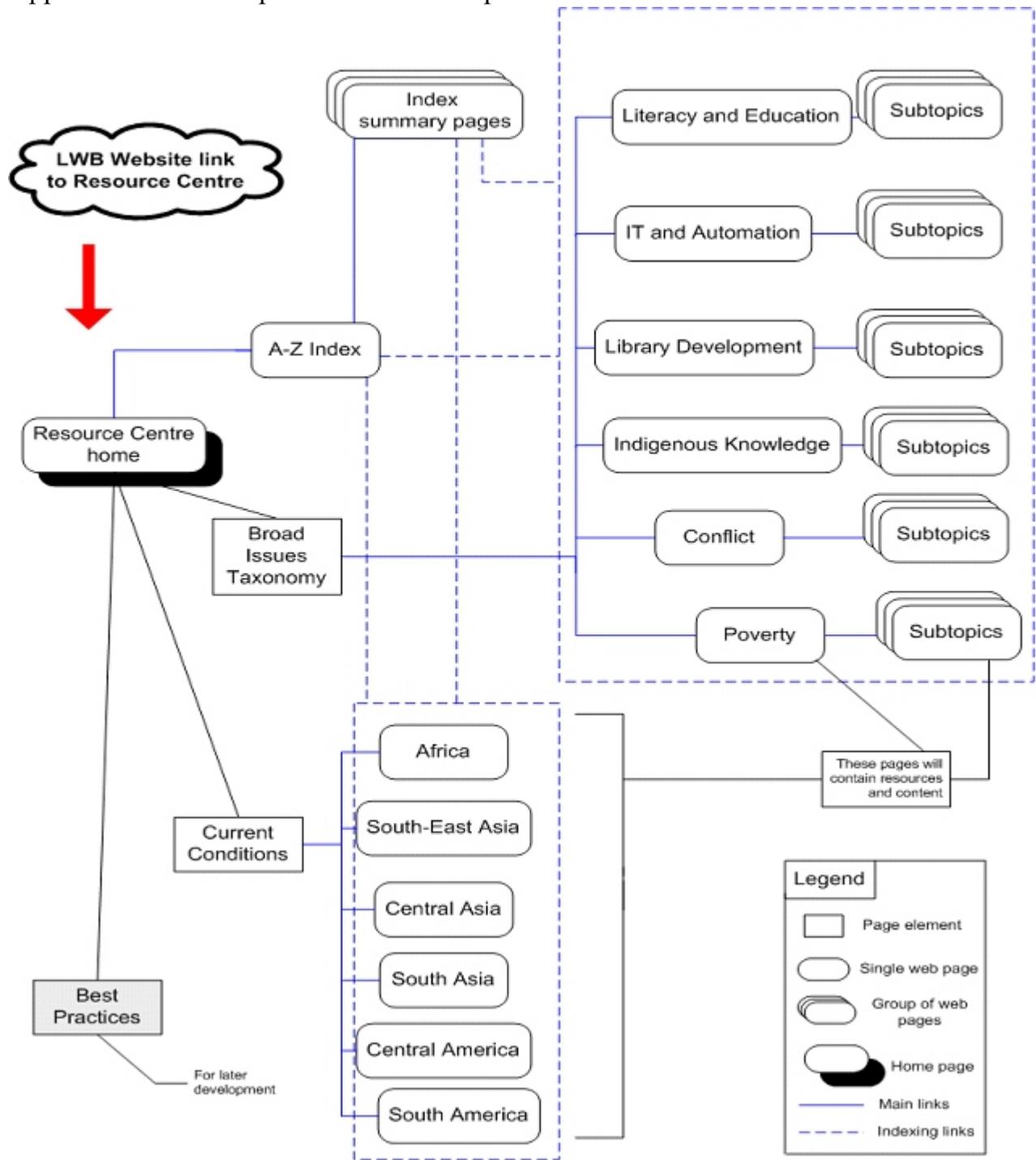
### **Questions trends**

- ask us to develop such a resource centre, to help them find info / organizations on a particular topic
- students who ask us if we can help point them to resources on particular topics
- volunteer opportunities internationally
- those from developing countries asking us to undertake projects and help them secure resources
- where to donate books and journals (and equipment)
- want to know about the developing regions and help with training, providing materials
- many are not aware of issues such as colonialism and cultural considerations/language considerations, communication, culture in general
- member from Thailand who joined yesterday and is joining to get information and articles that she might think be of use to her for teaching one of her classes
- Members range from experienced international librarians to individuals who are novices who perhaps have never thought about international libraries before now and therefore have no experience or knowledge in int'l libraries
- There are librarians and people who are from developing regions and would therefore be well aware of the issues of the country and are experiencing it for themselves
- The questions are often people who are starting their own initiatives and want advice or information on issues regarding book donation programs, developing regions issues.
- forgetting about the lack of internet access and general communication problems.
- Wanting to donate books that are in English or not culturally sensitive
- what the conditions are like in Angola
- literacy
- definite language barriers, can speak English, but often not well

### Who Are the Potential Users

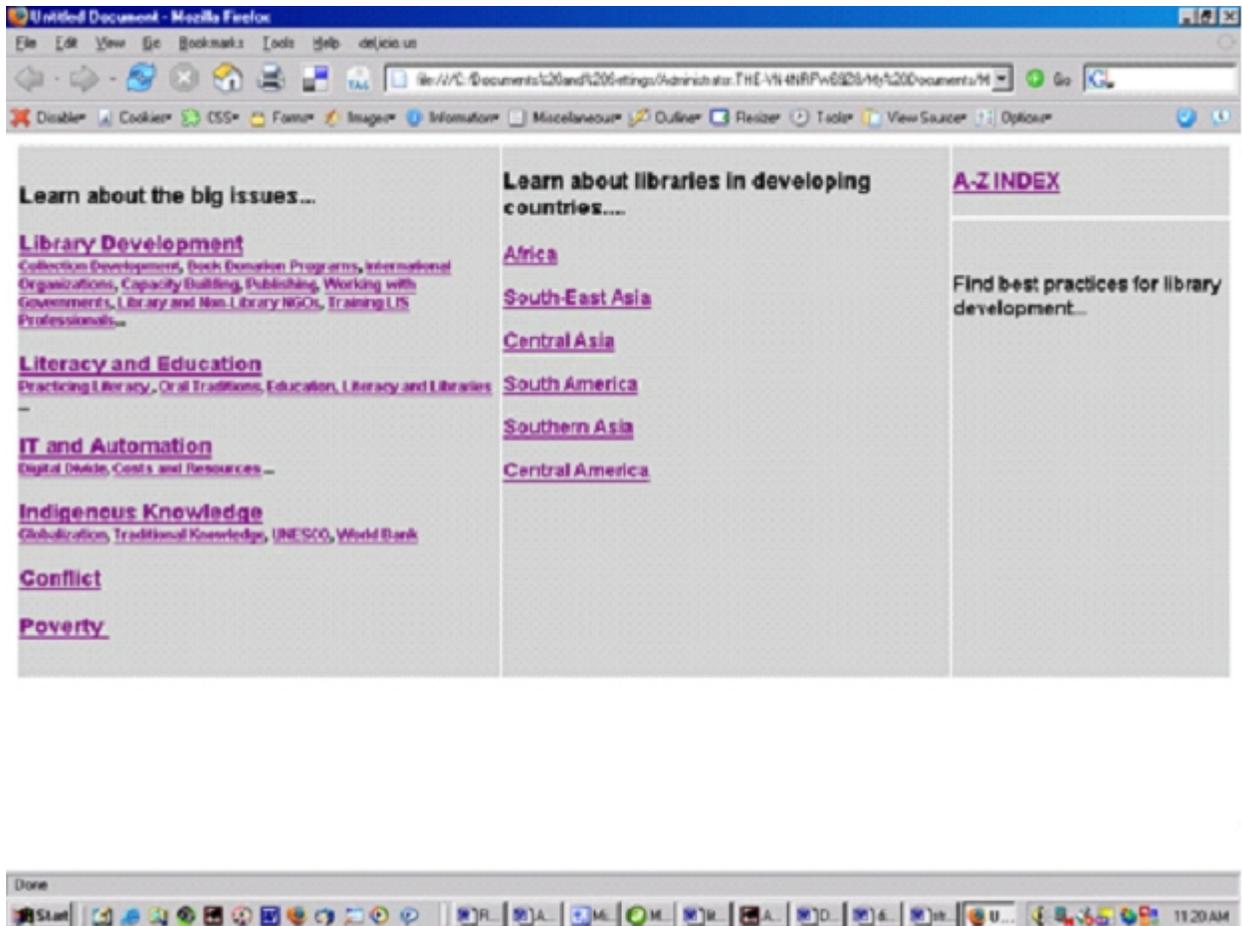
- NGOs undertaking library development initiatives, other NGOs, policy makers, and media.

# Appendix B – Conceptual Web Site Map



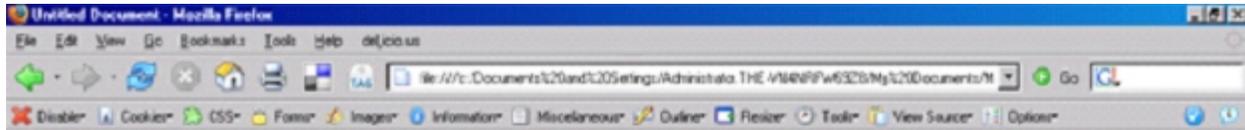
## Appendix C – Resource Centre Homepage

(The examples assume that the LWB logo, graphics and colours will be applied. It is only meant as a bare-bones illustration of what the site could look like structurally).



## Appendix C – Resource Centre Main Topic page.

ex. Literacy and Education. (Written content is meant as a place holder to indicate there will be written content, the actual content will be developed later). This page will also have general resources listed on the main topic.



### Literacy and Education

Literacy and education are ... In terms of library development in developing countries, there are some important lessons to learn from what has been discussed in the realm of education and literacy. Libraries are promoting literacy and so should understand what previous research has shown. Development initiatives often tout literacy and education as foundations for providing the community with a way to rebuild and re-mobilize. For many library development initiatives this is their main reason for existence. It is therefore important to understand research and practices being discussed and developed in other areas outside of librarianship.

Below are four key components to literacy and librarianship in developing countries:

#### [Practicing Literacy](#)

The practicing literacy resource page provides sources on learning actual methods for teaching literacy. The majority of the literature is from the field of education.

#### [Oral Traditions](#)

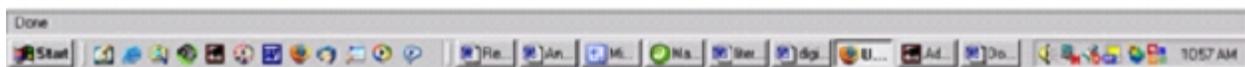
Reading and writing were not the standard mode of communicating and preserving knowledge in many societies around the world, until recent times. Learn more about oral traditions, and how and why they should be preserved.

#### [Education, Literacy and Libraries](#)

In order for education to be provided for all, it has often been pointed out the essential role of libraries.

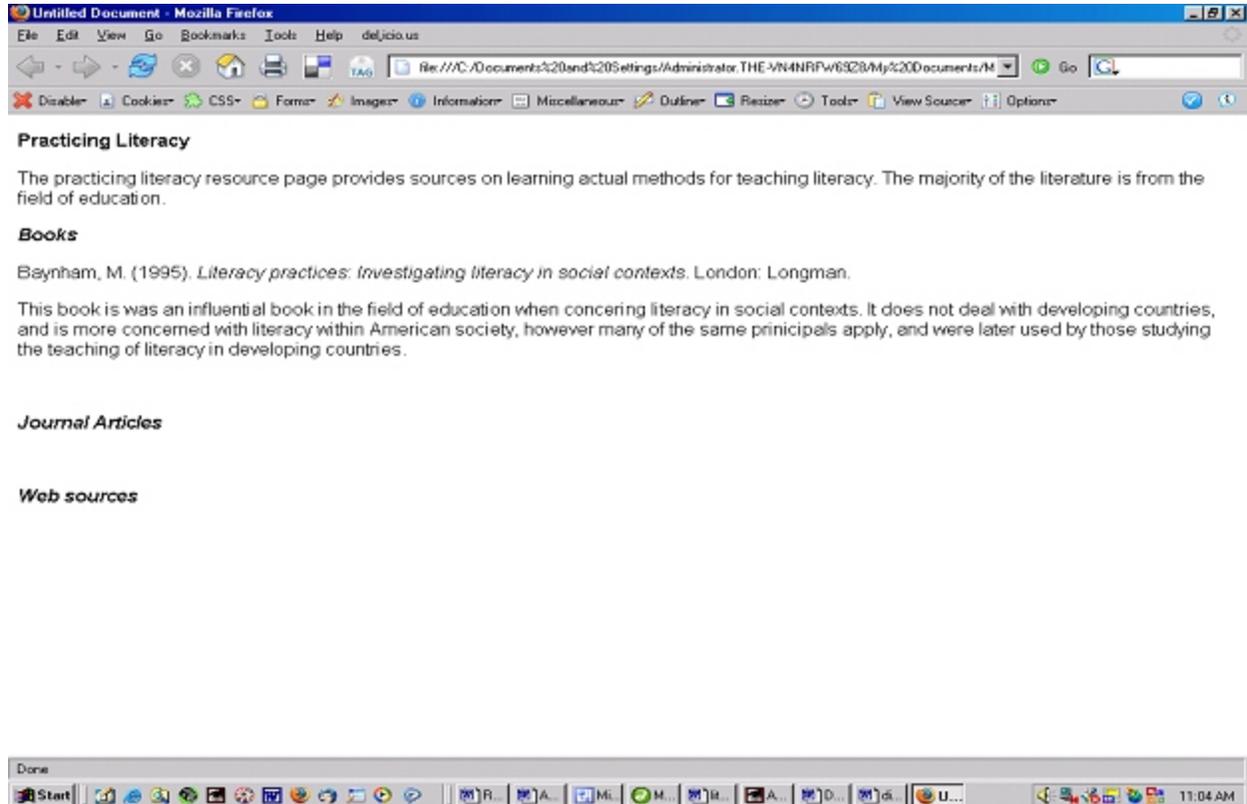
#### [Literacy Theory](#)

Differing opinions on the usefulness and possible harm of promoting and teaching literacy.



## Appendix C – Sub-topic Resource Page

Included an introductory paragraph, citations to books, journals and web sources, with detailed annotations.



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## **Reflections on Building a Digital Resource Centre for Librarians Without Borders**

### **The Annotated Bibliography**

The original annotated bibliography was a good start, but only the tip of the iceberg for what was later found on the topics surrounding libraries in developing countries. I originally was only considering using web sources, as I'd thought the site was going to be a collection of links. After working through with LWB that it was actually going to be more content filled, I needed to look at the literature. Since after 2 terms in library school I'd heard very little about libraries internationally let alone in developing countries, I was not expecting to find the vast amounts of sources that I did find. I jumped into the literature searching libraries and developing countries, and found there were entire journals devoted to the topic. I found some books in Weldon's library on the topic but also others in international development collections in Britain that seemed wonderful but couldn't access freely through inter-library loan.

When I later began to delve into literacy, I found the bulk of the material in the education library, and some in the psychology/linguistics area of Weldon. There was more material on publishing in developing countries in the library literature than on literacy. The majority of what I included on publishing was found in the library literature, as was libraries around the world and through history. When researching libraries cross-culturally I ended up looking towards library history sources, which gave a backgrounder for what has traditionally existed around the world. It also helped to look at journals that discussed libraries culturally such as *Libraries and Culture*, the journal *Library History* also helped, although I did not use many of these articles in the overview article as they were too specific so I included them in the annotated bibliography.

Once the final phase of the proposal for the resource centre was complete and a hierarchy established I added the additional sources that I'd found since making the first annotated bibliography and categorized them into the hierarchy structure so that they could perhaps be used as a starting place, or place holders for building the resource centre, while working out further details that inevitably will need to be worked out.

Overall, with the first draft of the annotated bibliography it seemed that a lot of the material was inaccessible from Western, aside from the few international library journals and a few books. But after some intense research into literacy I began jumping from discipline to discipline, and database to database to find more information on libraries and found that it was out there. Relying solely on *Library Literature* and LISA as I had originally done (partly as a result of time) did not provide me with as accurate a picture of

the body of literature that actually existed at Western relating to libraries and developing countries.

### On Literacy (and education, and collection development, etc.)

The topic of literacy spans all of anthropology, education, psychology, linguistics, and history. It was fascinating and felt disappointed that much of the library literature did often not acknowledge the issues surrounding literacy. The library literature was uncritical and always presented literacy as an essential part of library and information science and the role of the librarian so was surprised that they did not mention what had been discussed in the education literature in particular.

When originally writing up the literacy piece it was meant to be written for a general audience, maybe library students who had no knowledge of libraries in developing countries. It was written to provide an overview and to present all sides of the story. As a result a fair amount of the reading I did was left out, such as the part relating libraries to international organizations. I later added this to make the piece more meaningful. When the extension was made to add publishing, collection development and libraries in context, it seemed to fit right in. I did not do nearly as much research on this as I did on literacy, but this part could always be further researched and developed later in the project.

A key source on libraries in context was the *International Dictionary of Library Histories*, which not only provided historical context but also up-to-date general conclusions on the state of libraries in certain geographic regions. An amazing source, and one every member of LWB should read, to put things in perspective.

I then found information on current day libraries in developing countries in a great source the *Libraries: Global Reach Local Touch*, which was adequate, but only part of the picture. If time had allowed there would most likely be a great deal to learn from IFLA and UNESCO, as well as other NGO's on where libraries are today in developing countries. Again the *International Dictionary of Library Histories* helped with placing each continent and certain countries in context within the global picture.

## The Proposal for the Digital Resource Centre

Originally it was meant to be a resource centre to outline topics that would be of interest to members. When later asking about who the potential users might be I realized this drastically changed the content and therefore the information architecture of the site. It was no longer possible to simply have an overarching hierarchy of subject topics, and to still include content for other users (like best practices) on the same pages within the same structure. New content would need to be created for these users, and consequently new web pages, with new hierarchies. Adding content to the resource centre aimed at policy makers and NGO's aiming to implement their own libraries in developing countries is an excellent idea, and would be highly valuable to the resource and possibly should become the main purpose and main structure. However, I had to make a decision and stick to what I'd originally begun which was designing a resource centre for members, on topics such as literacy, education, technology and all the other big picture issues that members may need to be informed of, or interested in knowing.

Researching how to design taxonomies, usability and other information architecture issues was mostly done using the *Information Architecture* (polar bear) book, which is very useful.

The book recommended to use thesauri for creating the taxonomies and labeling. I found a development studies thesaurus called USAID which helped. I changed Literacy to put under Education, but then changed it back again, because the audience are librarians, for which literacy is more significant than it would be in a general international development context.

I took out War and replaced with Conflict, mainly because it sounded less official, and conflicts are not always official. I thought about making things more specific, but I think if the audience are sometimes students, and those who have hardly any knowledge of these issues it's better to keep the topics really broad. At one point I had Publishing as a separate category and then changed this to Library Development and added Publishing as a sub-topic of Library Development. I also had Governance and Politics as a broad issue, but then added it as a sub-topic to Library Development as well. It began to seem like everything would fit into Library Development, which it would, but I made the decision to keep Literacy, Education, IT, Indigenous Knowledge, Conflict, and Poverty as their own broad issues since they are either foreign to libraries in the West, or are more significant to the development of libraries in developing countries (ie literacy) than in the developed countries.

It was also tempting to include many other topics that seemed as though they may be relevant in the future. I needed to trust that I'd done enough reading and research on the topics that the ones I'd included (for the topics I'd read about) were enough to compensate for what might arise and what areas might be useful to build on in the future.

In terms of the labels I used for the audiences: Find best practices for library development; Learn about the big issues; Learn about libraries in developing countries, I could have actually targeted the audiences. For example using 'Information for...' titles. But the

information overlaps too much, and it makes it difficult for users who do not fit directly into any particular group (student/LIS practitioner) to choose where to go. But presenting the information as it is and letting them decide what they'd like to use, it increases the chances they'll find what they're looking for and will lower user frustration.

Finally in order to really test my categories I began to collect all the resources I'd used and to fit them into the categories, which was quite successful. I was hoping to finish this to hand in with the project, but instead have included the incomplete version in this reflective piece (See attached). Some are annotated from the original annotated bibliography, but most are not, and I unfortunately have run out of time to finish this work. (Something to complete for the resource centre in the future).

### Concluding Thoughts

I learned an incredible amount during the process of this individual study. Not only on libraries in developing countries and international organizations, but also a great deal on information architecture and usability. It brought together development and anthropology issues I'd learned in my undergraduate degree 5 years ago, but gave me the opportunity to 'get caught up' on these issues. Similarly, I have designed web sites, but none as large as this and it was a real challenge to organize it, although I still feel it needs work. Overall, I thoroughly enjoyed this experience and am hoping to continue working on this project, or even look for a job that relates to this experience.

### An incomplete resource guide from research:

#### **General research on libraries internationally and developing countries:**

##### **Useful Journals:**

###### *International Leads*

Concerned with International Librarianship, not necessarily just developing countries. It's published by the ALA's International Relations Round Table (IRRT).

###### *International Information and Library Review*

International, not necessarily developing countries focused. Focuses on policy issues, ethical issues, digital values, IT and policy-making. It also covers designing and implementing information systems in libraries around the world. Some authors include IFLA and UNESCO members, as well as members of academic, government and other libraries.

###### *Libraries & Culture*

###### *Library History*

##### **Books:**

**Kesselman, Martin Alan and Irwin Weintraub. eds. *Global Librarianship*. New York, Marcel Dekker. 2004.**

- Discusses networks on a global scale and how they can promote and increase the sharing and dissemination of ideas, information and solutions to obstacles affecting libraries. Does not focus entirely on developing countries, but does have a few chapters about the issues.

## **Library Development**

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### Library Development General

#### **> Journals**

##### ***Information Development.***

A peer-reviewed journal covering anything relating to information transfer and use in developing countries, including:

- generation of information - including authorship, copyrights and primary communications
- production of information media - including publishing, printing and production of audio-visual media
- distribution of information - including book-selling and telecommunications
- bibliographic control and service - including bibliographical databases and online services
- libraries, information services, archives and records
- use of information - including literacy, reading and user studies
- education and training of information specialists and users

It also has an article at the beginning of each issue summarizing what's been done since the previous issue.

##### ***IFLA Journal***

The main publication of IFLA – the International Federation of Library Associations.

##### ***Logos***

International, focusing on the issues in publishing and the book world. It has featured many of the leading figures in the publishing and library community.

##### ***World Libraries***

<http://www.worlib.org/>

An international, electronic journal focusing on libraries and socio-economic development. This is a unique, free, peer-reviewed library and information science journal which aims to assist libraries and librarians in regions where associations and scholarly support do not exist.

##### ***Journal of Information Technology and Development***

A forum for discussion on IT infrastructure in emerging economies and their relationships to the developed world.

## >Journal Articles

Curry, A., Thiessen, T. & Kelley, L. (2002). Library aid to developing countries in times of globalization: A literature review. *World Libraries*, 12(2). Retrieved July 24, 2006 from [http://www.worlib.org/vol12no2/curry\\_v12n2.shtml](http://www.worlib.org/vol12no2/curry_v12n2.shtml)

## >Books

**Gassol de Horowitz, Rosario. *Librarianship: A Third World Perspective*. Greenwood Press, New York, 1988.**

- a little dated but still a useful perspective on the role of librarianship in developing countries. It aims to develop an analytical and theoretical perspective on LIS and developing countries. Useful as a historical perspective.

**De la Pena McCook, Kathleen, Barbara J. Ford and Kate Lippincott. eds. *Libraries: Global Reach-Local Touch*. American Library Associations, Chicago, 1998.**

- A compilation of international librarianship issues using specific country examples. Edited in part by an ex-ALA president.

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## Library Development>Collection Development

### >Journal Articles

**Kiondo, Elizabeth. "Around the World to: The University of Dar es Salaam Library: Collection Development in the Electronic Environment." *Library Hi Tech News*. 6(2004): 19-24.**

Discusses the challenges of providing e-resources to academic libraries in Africa, with reference to a specific case in Dar Es Salaam.

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## Library Development>Book Donation Programs

- About book donation and specific book donation programs (some are of International Orgs, and many are of NGOs).

### >Journal Articles

**Cowley, Deborah. "Spreading the Joy of Reading." *Feliciter* 50.3 (2004): 102-5.**

Describes the non-profit OSU Children's Library Foundation, its history and successes.

### >Websites

**WHO: Blue Trunk Libraries**

- The World Health Organization's project to bring health information to developing countries. <http://www.who.int/library/country/trunks/index.en.shtml>

**British Council: Book Donation Programme**

- A book donation program through the British Council.

<http://www.britishcouncil.org/sudan-learning-book-aid.htm>

***The International Book Bank***

- A non-profit distribution service for books and educational material donated by North American publishing companies and educational institutions.

[www.internationalbookbank.org](http://www.internationalbookbank.org)

***Books for Africa***

- A US based private non-profit in partnership with USAID.

<http://www.booksforafrica.org/>

***American Association for the Advancement of Science: Book Donation***

- A book donation program through the AAAS.

<http://www.aaas.org/international/lac/cubaus.shtml>

***Book Aid International***

- Works in 18 countries in Sub-Saharan Africa and Palestine. Majority of support goes to rural and urban libraries which are free to everyone.

<http://www.bookaid.org/cms.cgi/site/index.htm>

***Books for All***

-IFLA and UNESCO's book donation program

<http://www.ifla.org/VII/s10/1996/b4all.htm>

***Sabre Foundation***

- a longstanding book donation program

<http://www.sabre.org/>

*CODE (2006). Book Donation Programs. CODE: Building the bridge of literacy. Retrieved Aug 8, 2006) from*

<http://www.codecan.org/english/donations.html>

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Library Development>International Organizations

- International Orgs that are heavily involved in library development and their programs.

>Websites

***IFLA: Action for Development through Libraries Programme Core Activity (ALP)***

<http://www.ifla.org/VI/1/alp.htm>

***UNESCO's Communication & Information sector: Libraries***

- The section of UNESCO's site dealing with libraries.

<http://portal.unesco.org/ci/en/ev.php->

[URL\\_ID=1504&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=1504&URL_DO=DO_TOPIC&URL_SECTION=201.html)

***UNESCO's Communication & Information section: Capacity Building***

- The section of UNESCO's site dealing with capacity building for communication and information. Mainly to do with supporting the use of IT internationally and providing training and support in this area.

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=19487&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=19487&URL_DO=DO_TOPIC&URL_SECTION=201.html)

***UNESCO/IFLA Manifestos***

- UNESCO and IFLA have joined to form 2 manifestos, the Public Library Manifesto and the School Library Manifesto.

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=4634&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=4634&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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## Library Development>Capacity Building

### >Journal Articles

Chagari, S. (2005). Information capacity building: Role of information literacy programmes - A study. Proceedings from *IFLA 2005 Oslo: World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council*. Oslo, Norway: IFLA. Retrieved July 16, 2006 from <http://www.ifla.org/IV/ifla71/papers/043e-Chagari.pdf>

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## Library Development>Publishing

- About the issues. See NGOs for information on NGOs working to development publishing industries.

### >Journal Articles

***Bahta, S.G. & Mutula, S.M. (2002). Indigenous publishing in Botswana: the current situation and the way forward. Information Development, 18 (4), 231-236.***

***Oyinloye, A. M. "Books and Education in Subsaharan Africa." Education Libraries Journal 44.3 (2001): 13-8.***

Gives a great overview of many of the issues involved when bringing/supplying books to Africa. Such as publishing, importing, how some non-profits have tried to help, and the expense of academic scholarly info.

Read, T. (1996). Developing local publishing capacity for children's literature. In Greaney, V. (Ed). *Promoting reading in developing countries*. Newark, Delaware: International Reading Association.

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## Library Development>Working with Governments

### Library Development>NGOs (Library and Non-Library)

- About particular NGOs and their programs. See Book Donation Programs for those that focus solely on book donation.

### >Journal Articles

**Adams, Sue. "Promoting Community-Based Development at the Coady International Institute." *Feliciter* 51.5 (2005): 231-4.**

An overview of what the Coady International Institute does, and what they've been doing with libraries in developing countries. Mainly concerned with training librarians in resources centres.

#### >Websites

##### ***Global Volunteers: Library Volunteer Project***

Volunteer opportunities in library development.

[http://www.globalvolunteers.org/1main/library\\_projects.htm](http://www.globalvolunteers.org/1main/library_projects.htm)

##### ***Osu Children's Library Fund***

- Aim to fill libraries with stimulating and culturally appropriate books for children in Africa. Have begun working to build more literacy programs for adults as well.

<http://www.osuchildrenslibraryfund.ca/>

##### ***Bellagio Publishing Network***

- An international solidarity network for publishing and book development in the South.

<http://www.bellagiopublishingnetwork.org/>

##### ***CODE***

- A Canadian organization that promotes education and literacy in the developing world.

<http://www.codecan.org/english/index.html>

##### ***Coady International Institute***

- An affiliate to St. FX University in Nova Scotia. It works with students and partners to alleviate global poverty and injustice. They do this through education and action partnerships. They have worked on projects relating to library development and sustainable library development in the developing countries.

<http://www.coady.stfx.ca/index.cfm>

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Library Development>Training

## **Literacy and Education**

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Literacy and Education General

Freire, P. (1993). *Pedagogy of the oppressed*. (3<sup>rd</sup> ed. M. Bergman Ramos Trans.). New York: Continuum. (Originally published in 1970).

Saenger, P. (1999). History of reading. In Wagner, D., Venezky, R. and Street, B. (Eds). *Literacy: An international handbook*. Boulder, Colorado: Westview Press.

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Literacy and Education>Practicing Literacy

Gaur, A. (2000). *Literacy and the politics of writing*. Bristol, UK: Intellect.

Gorzelsky, G. (2005). *The language of experience: Literate practices and social change*. Pittsburgh: University of Pittsburgh Press.

Papen, U. (2005). Literacy and development: what works for whom? Or how relevant is the social practices view of literacy for literacy education in developing countries? *International Journal of Educational Development*, 25, 5-17.

Sarjant, R. (2005). Developing best practice in reading tents in East Africa. Proceedings from *IFLA 2005 Oslo: World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council*. Oslo, Norway: IFLA. Retrieved July 16, 2006 from <http://www.ifla.org/IV/ifla71/papers/137e-Sarjant.pdf>

Street, B. (Ed). (2001). *Literacy and development*. London: Routledge.

UNESCO: Education. (2006). *Literacy for life: Education for all global monitoring report 2006*. Retrieved July, 16, 2006, from [http://portal.unesco.org/education/en/ev.php-URL\\_ID=43283&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=43283&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Wagner, D. (1999). Indigenous education and literacy learning. In Wagner, D., Venezky, R. and Street, B. (Eds). *Literacy: An international handbook*. Boulder, Colorado: Westview Press.

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## Literacy and Education>Oral Traditions

**Calvert, P.J. (1998). *When literacy and oracy meet*. In de la Pena McCook, K. & Ford, B. J. *Libraries: Global reach, local touch*. American Library Association, Chicago.**

**Alemna, A.A. (1992). *Towards a new emphasis on oral tradition as an information source in African libraries*, *Journal of Documentation* 48(4).**

**Banjo, G. (1998). *Libraries and cultural heritage in Africa*, *IFLA Journal*, 24(8).**

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## Literacy and Education>Education, Literacy and Libraries

IFLA. (2003). *Guidelines for library-based literacy programs*. Retrieved July 16, 2006 from <http://www.ifla.org/VII/s33/project/literacy.htm>

Knuth, R, Perry, B. & Duces, B. (1996). Libraries and literacy in developing countries. In Greaney, V. (Ed). *Promoting reading in developing countries*. Newark, Delaware: International Reading Association.

Magara, E. (2005). Building family literacy skills among parents and children in developing countries: a case study for Uganda. Proceedings from *IFLA 2005 Oslo: World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council*. Oslo, Norway: IFLA. Retrieved July 16, 2006 from <http://www.ifla.org/IV/ifla71/papers/117e-Magara.pdf>

Varatorn, S. (2005). Literacy through child activities: community children's libraries and the story – Book projects. Proceedings from *IFLA 2005 Oslo: World Library and Information Congress: 71<sup>st</sup> IFLA General Conference and Council*. Oslo, Norway: IFLA. Retrieved July 16, 2006 from <http://www.ifla.org/IV/ifla71/papers/138e-Varatorn.pdf>

Greaney, V. (Ed). (1996). *Promoting reading in developing countries: Views on making reading materials accessible to increase literacy levels*. Newark, Delaware: International Reading Association.

Cobley, A.G. (1997). Literacy, libraries, and consciousness: The provision of library services for blacks in South Africa in the Pre-Apartheid era. *Libraries and Culture*, 32(1).

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## Literacy and Education>Literacy Theory

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Heath, (1983). *Ways with words: Language, life, and work in communities and classrooms*. Cambridge: Cambridge University Press.

Kress, G. (2003). *Literacy in the New Media Age*. London: Routledge.

Larson, J. & Marsh, J. (2005). *Making literacy real: Theories and practices for learning and teaching*. London: Sage Publications.

Shikshantar. (2003). *The dark side of literacy*. Udaipur, India, Shikshantar: The People's Institute for Rethinking Education and Development. Retrieved July 16, 2006 from [http://www.swaraj.org/shikshantar/rethinking\\_literacy.htm](http://www.swaraj.org/shikshantar/rethinking_literacy.htm)

Gee, J. (2004). *Situated language and learning: A critique of traditional schooling*. New York: Routledge.

Street, B.(1984). *Literacy in theory and practice*. New York: Cambridge University Press.

Baynham, M. (1995). *Literacy practices: Investigating literacy in social contexts*. London: Longman.

## IT and Automation

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**James, Jeffrey. "The Global Digital Divide in the Internet: Developed Countries Constructs and Third World Realities." *Journal of Information Science* 31.2 (2005): 114-23.**

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- A general overview of what is the Digital Divide, the factors affecting it with a history as well as specific examples.

**Fletcher, Patricia Diamond and John Carlo Bertot. *World Libraries on the Information Superhighway: Preparing for the Challenges of the New Millenium* Idea Group Publishing, Hershey, US, 2000.**

- Chapter XVI "Remote Access: The Development of Information Services and Technology in the Global South" gives an historical overview of IT in the Global South from 1960s to 1990s.

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## Indigenous Knowledge

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**Sen, Bharati. "Indigenous Knowledge for Development: Bringing Research and Practice Together." *International Information and Library Review*, vol.37, no.4, pp.375-382 37.4 (2005): 375-82.**

- Argues for the importance of indigenous knowledge, not only for developing countries, but also knowledge exchange to more developed nations.

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## Libraries in Africa

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## **African libraries : Western tradition and colonial brainwashing**

**Bertrand, I., and E. Certain. "Access to Reliable Information for Health Workers in Developing Countries: Information for all, Starting at Grass Roots Level in Africa." Health libraries review 17.4 (2000): 222-4.**

Discusses the World Health Organization's Blue Trunk Program.

**Adomi, Esharenana E., and Silvester O. Anie. "An Assessment of Computer Literacy Skills of Professionals in Nigerian University Libraries." Library Hi Tech News, vol.23, no.2, pp.10-14 23.2 (2006): 10-4.**

Presents a study conducted to assess the computer literacy skills of library professionals in Nigeria. Also discusses concept of "computer literacy" and how it affects the image of a library professional.

**Williams, H. "The Literate 'Illiterates' of the Northern Cape Province of South Africa - an Empirical Account." International Information and Library Review 33.2-3 (2001): 261-74.**

A search for a broader definition of literacy, looking at the Xhosa people of South Africa.

Alemna, A. (1998). Information in African society. *Information Development*, 14(2), 69-72.

Miller, S.F. (2001). African libraries south of the Sahara. In *International Dictionary of Library Histories*. Vol. 1. Chicago: Fitzroy Dearborn, p. 5-9.

## **Libraries in South Asia**

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**Ghosh, Maitrayee. "The Public Library System in India: Challenges and Opportunities." Library Review. 54(2005): 180-191.**

- Describes the current situation in public libraries in India, including policy decisions and how they affect the library system. Also suggests possible remedies for the system, mainly to do with new technological applications.

**Gross, Julia and Aminath Riyaz. "An Academic Library Partnership in the Indian Ocean Region." Library Review. 53 (2004): 220- 227.**

- Describes a project funded by the World Bank, that extended to libraries of an institution in the Maldives. It explains the specifics of the situation in Maldives, what challenges the Maldives College of Higher Education faces.

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