Workshop (il)literacy

Workshop overview

Presentation   **10 minutes**

Introduction about literacy: definition, contemporary approaches, …

Individual <u>ranking</u> of positions (1 to 5)   **5 minutes**

Participants receive page 3 and 4 and rank, on individual basis, the 5 propositions on the role of libraries and the 5 propositions on a European policy. From 1 (most important) to 5 (least important).

Group discussion   **30 minutes (15 min./ group of propositions)**

Participants form small groups and discuss the propositions they ranked as the most important ones. Why are they the most important ones, why are the others not important. Add arguments, issues etc to the propositions. Each group appoints a secretary who reports the results of the discussions.

Plenary feedback   **15 minutes**

Each group formulates the most important topics, raised in the discussion. Other groups can elaborate or formulate counterarguments.

Individual <u>scoring</u> of positions (10 to 1)   **5 minutes**

In order to let every person cast his/her vote, everyone reviews the propositions again, and scores them. 10 points being very important; 1 being not important.

Test yourself!   **5 minutes**

To conclude the workshop: you are (public) librarian, and you get the opportunity to test what kind of librarian you are!

*Before discussion: order the following ten positions from 1 (most important) to 5 (least important)

**After discussion: score the positions from 1 (not important) to 10 (very important)

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Positions regarding <u>the role of libraries</u> with reference to illiteracy

Positions	Rank (1-5)*	Score (10-1)**
1. User centered library programs With regard to literacy programs libraries have to learn to take interests, intrinsic motivations and social background of users as the starting point.		
2. Expertise on lifelong learning Libraries should be knowledgeable of the learning process of youngsters and adults. They need to invest in both educational and social competences of their employees.		
3. Local responsibility The locality and proximity towards the public at large makes libraries responsible for all literacy programs within their community,for users and non-users alike.		
4. Opening up Libraries should not use literacy activities as a means to gain more members, but as a goal in itself, to help empower people. Therefore, libraries should also develop services outside the library, and actively meet the public in their own comfort zones: at home behind the pc, in a social project, in a youth center, in schools, ...		
5. Partnerships Libraries should form strategic partnerships with cultural institutions, the educational sector and civil society in order to offer an integrated service and better reach out to specific target groups.		

Any additional positions:

*Before discussion: order the following ten positions from 1 (most important) to 5 (least important)

**After discussion: score the positions from 1 (not important) to 10 (very important)

Positions regarding a <u>European policy</u> with reference to illiteracy

Positions	Rank (1-5)*	Score (10-1)**
Profession in transition Public libraries are a professional sector in transition. The EU Commission can enable this transition by developing new professional standards, adapted educational programs, models for change management and campaigns to improve the library image on the labor market.		
Towards an integral approach To successfully reach those in society that lack literacy most, libraries need to actively work together and even merge with other socio-cultural services, like cultural, neighborhood, youth and sport centers, educational services, health care, … The EU Commission can help to develop and disseminate such an integral approach of library work as a model towards local governments.		
Equal opportunities are ensured locally Literacy and e-inclusion is embraced by many organization, each offering their own overview of activities and campaigns, to one or more target groups. The EU Commission can help to develop role models for local governments as a coordinator that ensures equal opportunities for all.		
Bringing the library into education Libraries should get involved in the knowledge construction process of school children and young people. The EU Commission should include the role of (public) libraries in all efforts it makes towards educational institutions, teaching staff and the outcome of educational systems.		
Stimulating research To raise the levels of literacy and e-inclusion sustainably, all measures and actions must be based on research and analysis (how to reach out and empower certain target groups, new informal learning methods, data on the e-inclusion and literacy levels, the effects of certain activities/campaigns). The EU Commission should stimulate such research and valorize the results by incorporating them in regulation, programs for innovation, project requirements etc.		

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Test yourself! What role do you envision for your library?

A. Due to the economic crisis, your library budget is drastically reduced. Nevertheless, your local government wants you to still play a major role regarding e-inclusion in your community.

1. You start looking for other organizations in your community with whom you can form partnerships, in order to cut costs and still offer an interesting service to one or more target groups.
2. You focus your budget on providing the public with a good infrastructure (computers, network, wifi, …), in order to ensure their access to digital media.
3. You cut down on infrastructure and your collection, but let your staff focus on reference work, organizing literacy-related workshops and mentoring your public to become more (information and media) literate.

B. Which competences do you value the most for your library staff?

1. Digital competences: they should be very familiar with computers, digital media, web 2.0, new devices, …
2. Management competences: they should be able to work closely together with other organizations, build up a social network, manage collaborative projects, …
3. Pedagogic competences: they should be able to understand and work with people of different cultural and social backgrounds, to use (informal) learning methods, adapted to the target group, motivate people to become self-reliant, …

C. You want to facilitate your public with regards to all sorts of questions/problems they might have.

1. You focus on training your staff to actively help out the public by teaching them information skills, inform them on the use of databases and other useful tools to find the answer themselves, and make them self-reliant and more (media) literate.
2. You invest in a digital tool that enables users to search through FAQ's or pose their own questions, which will be managed and answered by your staff.
3. You set up a network of subject specialists, from your own library and other organizations (educational/research institutions, …) who can be contacted when a user has a specific question or problem.

D. A local school enquires what services your library could offer them with regard to information literacy skills?

1. You offer them access to your collection and pc room.
2. You propose to work together, setting up a special program, in which both the school and the library bring in their own competences.
3. You create a lesson unit regarding information literacy, which your staff can teach in the school itself, or during a school visit to the library.

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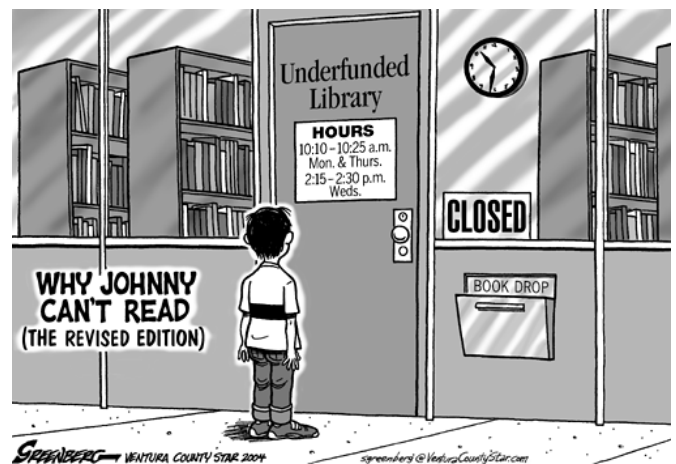
Score your answers:

A. *1 - b*   B. *1 - a*   C. *1 - c*   D. *1 - a*
    2 - a   *2 - b*   *2 - a*   *2 - c*
    3 - c   *3 - c*   *3 - b*   *3 - b*

You got mainly a's:

Facilitator

You like to focus on the infrastructure of your library, and ensure that your public has access to a wide number of media (digital and physical collection) and facilities (public pc's, wifi, ...) at the most optimal times and locations.

You got mainly b's:

Networker

You view your library as one partner in a wider regional network, and encourage partnerships with cultural organizations, educational institutions and civil society to ensure an optimal service for the public, and a chance to reach special target groups.

You got mainly c's:

Coach

You see reference work and lifelong learning as the core of your library mission. You encourage your staff to take up an active role as information/media coach, enabling the public to become self-reliant and gradually find their own way in the library and in our digital information society.

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