



II SEMINAR "INFORMATION LITERACY: TRENDS AND SCENARIOS"

Institutions: FEBAB, IBICT, UNB e UNESP

Central Theme: Information Literacy and Vulnerable Populations: who is the Responsibility?"

MANIFESTO FLORIANÓPOLIS ON RACING IN INFORMATION AND VULNERABLE POPULATIONS AND MINORITIES

We, librarians and allied professionals, believe that Information Literacy is a critical constraint to development and social, cultural and economic development of Brazil in contemporary society and therefore deserves primary attention regarding the mobilization of organized civil society and of Governmental Agencies for their integration to the actions of democracy and full citizenship.

We consider that the country urgently needs to reassess its policy towards Vulnerable Populations / Minorities, defined as those who are in situations of discrimination, intolerance and weakness and are in inequality and disadvantage in today's society, especially in relation to issues involving access and use of information for the construction of knowledge, identity and autonomy to enable their effective social inclusion.

Information Literacy must be understood as a fundamental right of the human person, intrinsic to their very being, it is essential to their survival.

It is essential to create discussions on the recognition of these claims, putting Information Literacy in this context, in order to raise reflections and actions in support of this right.

Recognizing our share of responsibility for the future of the nation, particularly with the deprived and vulnerable populations who are excluded in our context because of their differences and diversities, we emphasize that the responsibilities and actions to be undertaken to achieve these rights with respect to information and knowledge, and the dimensions are defined:

Responsibilities:

- **Responsibility of the Professional**
 - Transformation and change promotion.
 - Sensitization and awareness (local and public) of pairs to the importance of
 - Information Literacy.

- Integration of Information Literacy development in their training in a comprehensive and institutionalized way.
- Quality assessment and dissemination of information in any context.
- Education / training of users to access evaluate and use information.
- Expertise in fighting against government information and awareness for ethics in access and availability of information.
- Development of the political dimension itself and communities and promoting balance of the technical dimension with other dimensions of Information Literacy.
- Promoting diversity of ideological content aimed at providing citizens with Information Literacy (review and critique).
- Monitoring of public information.
- Positioning under the laws of the class and its interrelation with Information Literacy.

- **Responsibility of the Associations / bodies representative of class**

- Development of professional competence.
- Training of leaders focusing on Information Literacy.
- Involvement of associations and specialized to act upon the information units.
- Dissemination of social best practices and networking.
- Development of sharing and networking.
- Creating professionals' repositories.

- **Responsibility of public / government**

- Preparation and performance of public policies for Information Literacy.
- Teacher valuation, the civil service and the areas of education, health and public safety.
- Creation of specific legislation for libraries and access to and use of information to the development of Information Literacy.
- Creation of volunteers in different areas to inform the public on current issues in several important fields: health, education, politics, labor, security and others.

- **Responsibility of private institutions**

- To contribute to the necessary adjustments to legislation and public policies.
- To establish partnerships / alliances to develop and apply tools focused on the information needs of vulnerable populations and minorities facilitating and enabling the development of Information Literacy.

- **Actions / Recommendations:**

- **Actions / recommendations for professionals**

- To perform social actions and assume the role of educator, creating demands for the public sphere.

- To work with communities (minorities and vulnerable populations) to produce informational content about its history, culture and social environment.
 - To develop products and special services / customized to meet information needs of vulnerable populations and minorities.
 - To act in partnership with other areas such as communication and media.
 - To perform partnership and work cooperatively with the representative institutions of local communities.
 - To promote actions for institutional policy change.
 - To encourage critical thinking by modifying the logic of the processes of education / training in information units.
 - To adopt a pro-active and "out of the library" posture.
- **Share / recommendations for the associative movement / representative bodies of class**
 - To act directly with the government (Executive / Legislative) to establish policies and strong performance.
 - To create mechanisms of action to develop professional competence.
 - To monitor the information environment in the national context.
 - To create a profession observatory.
 - To provide debates and public forums.
 - To provide action exchange / dialogue with government agencies.
 - **Actions / recommendations for public institutions / government**
 - To create specific legislation involving the area of information that can meet local and regional demands, and particularly vulnerable populations and minorities.
 - To empower teachers and public officials to develop competence in information and to be able to meet the information needs of vulnerable populations and minorities.
 - **Share / recommendations for private institutions**
 - To support actions and projects information units involving the development of Information Literacy, especially with regard to vulnerable populations and minorities.

Thus, the participants of the II Seminar "Information literacy: TRENDS AND SCENARIOS", held on July 9, 2013 during the XXV Brazilian Congress of Librarianship, Documentation and Information Science - CBBB conference / FEBAB express their consent to the above questions listed about Information Literacy and reiterates their close relationship to the needs of disadvantaged groups in Brazilian society, because it is a culturally constructed phenomenon and generator of capacity to access the intelligent use of information, providing lifelong learning and effective citizenship.

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