

Project report IBBY YAMADA 2022

BIBLIOTECAS DE LA CONFIANZA ('Trust Libraries')

CEDILI IBBY PERU

Introduction

Bibliotecas de la Confianza ('Trust Libraries') is a project that began on March 16, 2020, following the State of Emergency decree due to COVID-19. The objective was to offer books on loan at home, initially in the district of San Miguel, so that the neighbors of the area can stay at home reading, complying with the social distancing contemplated within the sanitary measures to face the pandemic.

This project, whose initial infrastructure consisted in the use of a wooden fruit box as a bookcase, kept its original concept as it is a container that transports and contains a basic necessity and likens the value of food to that of books. This box was installed on the facades of some houses or in spaces on public roads, always outdoors, facilitating free access to books and appealing to the trust of users, who reported the loan of books by text message or WhatsApp. Additionally, since September 2020, we implemented reading points in four common pots / soup kitchens in Villa El Salvador, Puente Piedra, San Juan de Miraflores and San Miguel.



User of the Biblioteca de la Confianza located in Alameda Sur, Chorrillos. Photo: Cristian Sierra (volunteer)

The accessibility of this format made it possible for the project to be replicated in different regions of Peru, in urban and rural areas, reaching 47 reading points in March 2021. However, due to the return to face-to-face work, some volunteers left the project and others adapted to the new conditions by joining other establishments, strengthening the links with their community.



André Molina (10 years old), volunteer at the Trust Library in San Juan de Miraflores. Photo: Yobana Falcón



Children of the Puente Piedra Trust Library, preparing the boxes.

For IBBY Yamada's funding, we selected the spaces that had the greatest influx of public and are more constant in their activities. These are located in vulnerable districts of the province of Lima, e.g. Lomo de Corvina (Villa el Salvador), Virgen de la Candelaria Moya (Puente Piedra) and Horacio Zeballos (Huaycán, Ate).

It should be noted that the latter is a space specially built with the purpose of functioning as a reading room for the community. This small library is led by Gabriela Yauri Condo, a 16-year-old teenager who joined the network when she was only 14 and is now a reference for her classmates at school and for the children in her community.

The Trust Libraries, being a self-financed project, have used furniture that is not always in optimal conditions; the furniture and books are donations and very few are in perfect condition, therefore the funding received has been useful to equip the community libraries with adequate and comfortable furniture, as well as for the purchase of new books, didactic games and educational materials.

Objectives

The objectives of the proposal were the following:

1. Create adequate and comfortable reading spaces for children in three communities.
2. Provide collections and reading materials appropriate to the specific needs of the children attending these libraries.
3. Provide educational tools and resources to library staff (parents and community leaders).
4. Organize activities and services for children and their families.

Carried out activities

1. Organization of activities

In January and February, meetings began between representatives of CEDILI and the Network of Trust Libraries to coordinate the needs, requirements and activities of the project. These meetings continued until December, when the project was closed.

2. Purchase of furniture and books

We began with the implementation of the Horacio Zeballos Trust Library, in the district of Ate. This room was chosen because it is the first space conceived to function as such. This 20m² reading room is located on the second floor of the house of Gabriela Yauri Condo, one of the Nnetwork's youngest volunteer librarians, who joined the network in June 2020 and has worked steadily to date, receiving recognition from different institutions for the work she carries out in her community.



Gabriela Yauri (14 years old), volunteer at the Trust Library in Ate. Photo: El Comercio



Reading room implemented on the second floor of the Yauri Condo house in Horacio Zeballos

Due to the capacity of the room, the activities cannot receive more than 15 users at a time. For this room, bookshelves, a desk, a swivel chair, two large folding tables and 15 folding chairs were purchased. The decision for the last two to have these characteristics was made in order to be able to have free room for other types of activities, such as storytelling and film screenings.

The next room to benefit from the implementation was the one in Lomo de Corvina, in the district of Villa el Salvador. This reading point was incorporated into the Trust Libraries Network in September 2020, being the first one located in a common pot and adapted to the space of a soup kitchen that was no longer used after the arrival of COVID19.

This reading room was selected because of the constancy of its activities and the number of children it serves, who had the possibility of accessing educational material since several of them dropped out of school during that year, and with volunteer teachers who provided remedial classes.

This reading room is 40m², which allows for a larger amount of books and furniture. However, before the Yamada project intervention, some of the furniture was in poor condition. The deteriorated shelves were replaced to reorganize the collection, as can be seen in the following images.



Reading room in Lomo de Corvina, 2021



Reading room in Lomo de Corvina, 2022

The third beneficiary was the Trust Library of Virgen de la Candelaria Moya in Puente Piedra. This room is located in the common pot 'Ollita de la virgen', which applied to join the network in February 2022 but was functioning as a reading space months before. The community work carried out by leader Yesica Peña created a good precedent to train readers in her neighborhood, as she was able to convene groups of volunteer teachers to develop activities throughout the year. Before joining the network, this room operated with borrowed furniture and a small collection of books. For this reason, it was equipped with bookshelves, 2 folding tables and 15 folding chairs.



Reading room in Virgen de la Candelaria Moya, 2021



Reading room in Virgen de la Candelaria Moya, 2022

3. Purchase of books and work materials

Book purchases were made in two parts: in April (80 books) and in December (15 books). In both cases, titles and formats were selected whose characteristics are preferred by the users of each room.

Finally, it should be noted that the aforementioned reading spaces are located in places lacking some basic services. In the absence of these services, these reading spaces do not keep a computerized record of their collections, nor of their loans.

For this reason, the books must be recorded manually. For this reason, office supplies such as binders, envelopes, cardboard, card stock, notebooks and pens were purchased.

4. Cataloging Process

To support the process of cataloging collections in the reading rooms, CEDILI catalogued the books donated by the institution.

In addition, as part of the workshop on management of reading spaces, the CEDILI Cataloging Manual was shared with the librarians and mediators in attendance. This manual presents a technical processing system taken from the Dewey System, but simplified through colors and simple numbering, which can be adapted according to the needs and possibilities of each library.

5. Implementation of libraries

As we mentioned at the beginning, the implementation prioritized the renovation of furniture that was in poor condition, as is the case of the Lomo de Corvina reading room; here shelves were purchased to replace the ones that were about to break. These shelves function, in turn, as a dividing wall between the living quarters of the leader of the common pot and the reading room, proving very useful for the delimitation of the work space.

The other two rooms (Horacio Zeballos and Virgen de la Candelaria Moya) were fully equipped with bookshelves, tables and chairs for readers. In Horacio Zeballos, a desk and chair were placed for the reception of readers.

6. Workshops – Phase A: Implementation and management of reading spaces

This stage of the workshops was aimed at librarians and mediators of the three reading rooms. The topics addressed were: management of community reading spaces, cataloging and processing of collections, and reading promotion strategies.

These topics were addressed and discussed over two dates, with the facilitation of Crisia Malaga and Gilda Chang, members of CEDILI, and librarian Denise Degregori.

Participants had the opportunity to share experiences and discuss the challenges they face in their spaces, such as how to manage their collections, how to implement a lending service and how to effectively communicate their activities.

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7. Workshops – Phase B: Mediation strategies for librarians/reading promoters

The pedagogical proposal aimed at the training of reading room attendants and other volunteers was carried out in three different reading spaces, taking into account the following considerations:

- The target public: mothers and housewives, some with incomplete basic education and whose areas of residence do not yet have complete basic services, participate in the common pots. These groups are led by leaders, also women, who are between 30 and 40 years old and who have previously developed community work (for example: leading tasks for the construction of their sports fields or stairs). Their conception of reading and their motivation for requesting a library lies in the formation of a reading habit among the children of their locality. However, they lack strategies to invite them to interact with books, so they are not concerned about carrying out activities that involve them as mediators.
Other people in charge of the libraries are teenagers, who voluntarily attend the spaces to collaborate with the organization of books and materials, and to collaborate with the attention in the room.
Finally, teachers and volunteer mediators attend, specifically in the Lomo de Corvina and Virgen de la Candelaria Moya reading rooms. They are young university students pursuing careers related to literature, social sciences, art and education.
- Topics of interest: Because the profiles of the target audience are very different, a basic workshop was designed to read aloud, review different book formats, share points of view, build ideas and create texts individually and collectively.

The topics to be developed in the workshop and the educational dynamics were:

- **Exploration of fragments and quotes from books:** books by different authors and topics were selected, including texts on libraries, reading mediation, reading trajectories, as well as reflections on literature and history.

These texts were printed on A5 sheets and displayed on a wall so that participants could approach them, read them calmly and take away the one that caught their attention.

Then, they were shared in the group, reading them aloud and commenting on why they were chosen to demonstrate the link between books and our interests and affections. This dynamic also sought to show that the reading of a text can have different interpretations and that, for this reason, it is important to avoid leading questions in a literary conversation.





- **Exploration of children and YA adult literatura book formats and read-aloud narration:** after sharing points of view, a series of children's and young adult literature books with different characteristics were presented: album books, illustrated books, pop-up books. First they were exhibited and then the following questions arose: how do you read a book that has no letters?, is a book with few text only for small children or those who are just learning to read?, is a book with pictures not distracting?, should older children read books with more pages and letters?. Then the questions were solved one by one using as examples some of the books acquired for the libraries, such as: Teléfono descompuesto, by Brenman and Moriconi, ¿Qué crees? by Mem Fox, El animalario universal del profesor Revillod, by Miguel Murugarren and Cuentos silenciosos, by Benjamin Lacombe.



- **Recommendations for forming a book club:** After addressing the formats, we took care of the contents. The question posed was: how do we develop a proposal for a book club or collective reading exercise without knowing the interests of all our participants? So the suggestion was the use of alphabet books and others in which words are the main theme. The titles suggested and reviewed in the session were: *En forma de palabras*, by Micaela Chirif; *A, B, C mi primera cocina*, by Romero and Frankel; and *El circo fantástico de los hermanos A, B, C*, by Natalia Méndez.



The use of books whose main theme revolves around our relationship with words are integrative when we work with new audiences or with children who are learning to read or write. The literary conversation can be oriented to know, in a very general way, the vocabulary of each participant, what is his or her relationship with words and whether or not he or she reads at home.

- **Writing recommendation reviews of our favorite books:** Finally, part of the mediators' and librarians' job is to recommend books to their readers, so workshop participants were asked to look for their favorite book on the shelves of the reading room and write a recommendation that would then be posted on one of the walls.





8. Evaluation of results

One of the most evident results has been the increase in the number of users in the three rooms. For example, the Horacio Zeballos Trust Library - which did not have a room, but only offered book loans at home - doubled the number of beneficiaries of different ages and has integrated volunteers from the community for the attention and care of this new space.

New users are attracted, in principle, by the educational games: chess, puzzles, jenga and other board games purchased with funding from IBBY Yamada. However, among the children and adolescents who take care of the room there is a rule proposed by themselves: the games are loaned only if they first read two or three books. This strategy was reported after its application and, however innocent it may seem, it has gained the loyalty of a reading public that no longer attends exclusively for the games, but now requests to borrow books at home and has become acquainted with new authors such as Isol, Roald Dahl and Oliver Jeffers.

Now that we have office materials, it will be possible to keep track of loans and record user comments. This will allow us to make an annual balance and a qualitative assessment.



Storytelling at AAHH Horacio Zeballos for users of the Trust Library, December 2021



Storytelling at the AAHH Horacio Zeballos Trust Library, December 2022

9. Communication and promotion actions

Being located in human settlements lacking basic services, publicity for library activities is done through word of mouth, which in this case is very useful, since the reading spaces are located in common pots attended by a large part of the community. In this way the women leaders are in charge of communicating the activities while distributing the food, inviting other families to participate.

Likewise, the children invite other children to visit the space using the same strategy, but reaching out to another public that lives in the higher areas and farther away from the hills.

Some communication strategies that were shared in the workshops offered thanks to the project were the design of small posters created by the children in the same rooms, the management of interviews in small local radio stations or the creation of accounts in social networks.

In order to continue strengthening the library network in the face of new allies and stakeholders, the project has been communicated through the Facebook channel of the same network and CEDILI. We hope that this type of promotion will contribute to involve new sources of funding that will continue to make this initiative viable.

Goals and indicators

The following results were proposed in the baseline proposal:

A. Quantitative results

Target	Achievements
4 libraries are equipped and serving children from 1 to 12 years of age in Villa El Salvador, San Juan de Lurigancho, Manchay and Ica.	Three libraries with new furniture (shelves, tables and chairs) for children and adolescents from 1 to 16 years old were implemented in Villa el Salvador, Ate and Puente Piedra.
160 new books are available for the children of these communities.	95 new books were purchased and we received a donation of 80 books from CEDILI: 175 books in total.
36 parents, teachers or local youth have been trained as Librarians and Reading Promoters.	48 parents, teachers or local youth have been trained as librarians and reading promoters.
400 children from the four communities mentioned above attend the libraries and have participated in their activities.	100 children from the 3 communities mentioned above attend the libraries and have participated in their activities.
The project is known through the CEDILI and IBBY networks.	The project was disseminated through the networks of the Trust Libraries and CEDILI.

B. Qualitative results

1. A book culture is established. Books and reading are recognized and used in the three intervention communities as tools for education and integration.
2. The implementation of the reading rooms and the welcoming of the communities serve as references for other common pots and neighborhoods that wish to have a Trust Library.
3. Mothers who are part of the common pots are aware of the importance of reading with their youngest children to form the habit of reading and create an affective bond with books.
4. The children of the community value the work done, taking turns to clean it and keep it tidy, respecting the gauges and treating the educational materials and didactic games with care.
5. It is a valuable space for the community. Although it is true that since the initial implementation it already was, but now that it has new furniture, new books, didactic games and educational materials, children attend with greater enthusiasm to make use of them.
6. Now that we have didactic materials, the network can plan to carry out a greater number of activities that will attract more volunteer teachers for artistic and literary creation workshops.