



# INTERNATIONAL IBBY CONGRESS

MAY EVERYONE REALLY MEAN EVERYONE

Reading as an inclusive experience September 10-13, 2014

Hosted by:



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## Central Topics:

### 1) The idea of inclusion

Inclusion is a process by which we create environments that recognize and accept the differences among people and respond to them by offering everyone the experience of coexisting in a cooperative, supportive and respectful manner in contexts where the heterogeneity of the group is considered an asset, not a limitation. This process is based on philosophical principles that value, embrace and celebrate diversity.

So that *May everyone really mean everyone*, we must examine the mechanisms of exclusion and the physical barriers that have existed, as well as the social and cultural factors that have limited the access and participation of certain groups, in order to deconstruct them, demolish them and consolidate the full social participation and belonging of all, with equal opportunities.

- Which are the theoretical and philosophical foundations of inclusion?
- Inclusion from a literary perspective. Access. Belonging. Participation.
- Inclusion in creative writing, illustration, publishing and the promotion of literacy.
- Proposals and experiences that involve inclusive actions.
- Primary barriers and mechanisms of exclusion.
- Causes of exclusion. Who is excluded in different countries and regions? How and why?

### 2) Inclusion in children's and young adult literature

Literature is the art that allows us to reflect more deeply on life, on ourselves and on others. There are elements within literary works that make that acknowledgment possible, however, some groups are not found in them. Moreover, literature that includes minorities is often excluded from publications and canon. This is why we consider it important to reflect on the following questions:

- What are the implications for the construction of the identity of a person or social group when they are not found in literature or are stigmatized?
- What is the reaction to not finding images of them, to not be present in the everyday events that construct literature?
- How can inclusive literature be promoted without forcing the creative freedom of the author and without turning the work into a mere transmitter of a message that is outside his/her art?
- Access of excluded groups to the appropriation of the literary action as readers and as writers. Efforts and actions required to achieve this. Challenges, experiences and proposals.
- Literature of minorities: self-recognition and recognition of others.

### 3) Literature as a hospitable house

As diversity is essential in all art, literature constitutes a space that offers us the opportunity to recognize and find ourselves. There are rich and meaningful stories about people who have been displaced or have migrated, been exiled or affected by some form of exclusion, and who have found refuge, self understanding and purpose in the literary experience.

- What are these experiences and what narratives have been recorded?
- Efforts aimed at creating alternative forms of reading: Braille, audio books, sign language, images, etc.
- The obstacles to carrying out these efforts and the strategies to overcome them.
- Books that show experiences of inclusion in their texts and illustrations.

### 4) Literature that excludes

Literature, as a mirror of the society that creates it, contains works that show examples of discrimination and exclusion.

- Works that depict these realities.
- Works that promote these realities of exclusion and the realities that lead to these works.
- Use literature that is exclusive to generate thinking and processes that will lead to inclusion.

### 5) In the Promotion of Reading

In many countries, there is a huge delay in terms of the formation of readers, especially in marginalized groups.

- Policies and strategies that could invert this reality.
- Creating communities that recognize the individual as the center of the cultural and social experience, and that promote their self-worth and self-recognition.
- Access to literacy from a participatory and inclusive perspective.
- Differences viewed as opportunities for learning and mutual enrichment.
- Experiences in cultural environments that recognize and value diversity, and that have influenced the creation of more inclusive societies.
- New technologies as gateways to the formation and participation of literacy's marginalized readers.

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of the contributions:  
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