

IBBY-Yamada Fund

Project reports 2024

IBBY Venezuela

San Mateo Reads More and Better

Reading habit building programme for children aged 7–14



Every child has the right to become a reader

SAN MATEO LEE MÁS Y MEJOR

Informe Banco del Libro-Yamada
Program 2024



INTRODUCTION.



INTRODUCTION

Reading more and better was one of the first slogans with which the **Banco del Libro** made known its mission to create reading environments, to form sensitive, reflective and critical readers. This intervention focused on challenges that have been addressed in numerous projects that the institution has been carrying out for 64 years, but which are still essential for vulnerable schools and communities in our country in the current circumstances. In particular, for **'San Mateo Lee más y mejor'**, we focused on contributing to the provision of mini-libraries and the training of mediators (teachers, volunteers and librarians) of a population served by the initiative of Venezuelans abroad and members of the community. With this, we seek to create synergy and strengthen the actions **'Hoy me visto con un libro'** and **'Hoy un libro camina por mí'** that these volunteers had already been carrying out with the help of the **Kunst Zonder Grenzen Foundation (FKZG)**.

Concern for the general state of vulnerability of the children in San Mateo meant that, with enthusiasm and creativity, these volunteers were able to turn the population's attention to the importance and benefits of reading, as well as covering health and clothing needs. At the beginning, these initiatives contemplated a scheme of rewarding points according to the number of books read in exchange for clothes and shoes, but then they began to encourage closer contact with books through the creation of mini-libraries in the communities. Despite interesting achievements in terms of motivation and bringing children closer to books, the volunteers found that the majority of the beneficiary population (300 children, of whom 60, 20%, participate regularly) have serious deficiencies in literal reading and comprehension of what is read, as well as in the effective relationship with information. The experience led them to conclude that it is not enough for books to be made available to beneficiaries with delivery and circulation modalities that emulate those of countries where reading is a habit and a cultural value. And this is where the work of the **'Banco del Libro'** with the support of **Yamada Found** came in to create synergy: to support the contact and circulation of quality literature and to train teachers and volunteers to favour the creation of reading environments that transcend the specific actions that had been carried out, always trying to value the expectations, ways and strategies implemented by the volunteers so far.

This report details the actions carried out by the project **'San Mateo Lee más y mejor'** during the period between February and November 2024 in terms of contributing to strengthen the activities carried out by teachers and volunteers to stimulate reading skills and reading habits in children and young people aged 7 to 14 years in 33 vulnerable communities of San Mateo, Anzoátegui state, Venezuela.

**ACTIVIDADES
Y RESULTADOS.**



ACTIVITIES AND RESULTS

* Diagnosis.

Between February and April 2024, a qualitative diagnosis of the state of reading was carried out with the support of Yuraly K. Bizjak, volunteer coordinator of the FKZG. Bizjak, volunteer coordinator of the FKZG. The same, carried out through face-to-face conversations with the volunteers in charge of the mini-libraries, confirmed the assessment that motivated our intervention. Although only 20% of the 300 children who have access to the mini-libraries in their communities make consistent use of them and continue to keep, on their own initiative and for personal gratification, the reading diary (or similar notes) that were initially requested of all those who wanted to participate in the exchange of books read for clothes and school supplies (as a positive reinforcement for points).

It was also observed that the volunteers have established as a rule for the circulation of books that children between 7 and 9 years of age search for books in the mini-libraries accompanied by their parents or representatives, while users from 9 years of age onwards can do so with more responsibility for the books they borrow. It was encouraging to learn that in parallel to the work done by adult volunteers in managing the mini-libraries, in two of them three girls take turns taking inventory, technical processing, attending to users and keeping records of loans, at times they themselves have established, which do not compete with their school or domestic commitments.

* Training Activities.

61 teachers and volunteers were trained as community reading promoters (doubling the goal of 30 teachers and 5 volunteers), who support FKZG's projects in San Mateo and those in the Netherlands who assist Venezuelan and Dutch children who wish to learn Spanish.

— Face-to-Face Training.

Three face-to-face workshops of 4 hours each were held with the participation of teachers from the 3 main public schools of San Mateo: E.N. José Félix Rivas, E.B. Baltazar Vallenilla and C.E.I. Creación San Mateo (*Annex 1: Directory of Participants in the face-to-face workshops*). The venue for all workshops was the U.E. Escuela Baltazar Vallenilla. Table 1, which summarizes the attendance at the workshops, shows a majority of female participation, a trait that characterizes the Venezuelan teaching population.

Table No. 1: Workshop Attendance

Workshop	Total	Women	Men
Sede U.E. Baltazar Vallenilla, date 19/11/2024 Turno pm	24	13	1
Sede U.E. Baltazar Vallenilla, date 19/11/2024 Turno am	13	11	2
Sede U.E. Baltazar Vallenilla, date 20/11/2024 Turno pm	24	21	3
Totals:	61	55	6

ACTIVITIES AND RESULTS

The classroom training program for each workshop included:

- What is reading, through an introductory dynamic that allowed the participants of each workshop to broaden the concept of reading based on the analysis of different quotes and definitions.
- How to select children's books for children and young people. Through a dynamic that took as a basis What kind of books should books read and enjoy? a nice guide offered by @ellibroconbotas (<https://www.instagram.com/p/DCHC58rskUI/?igsh=ampzYzByNm5nM2ds>) to encourage the recognition of the potential offered by the books that were donated and in general the opportunities offered by mini-libraries.
- Literary genres: the importance of oral tradition, poetry, fiction and non-fiction in the formation of readers.
- Strategies for the promotion of books and reading at school and in the community.
- Basic elements for the formulation of reading promotion projects as guidelines for the use and maintenance of mini-libraries based on what has already been implemented, as well as for the formulation and recording of indicators and results on book circulation and reading promotion strategies and activities that can be implemented.
- Carrying out a reading promotion activity as part of the modeling for participating volunteers and teachers.
- Conducting a reading encounter with the children of the host school, animated by groups formed by the teachers attending the workshops. Fifty children from first to sixth grade participated in each reading encounter. For a total of 150 children.

— Remote Training.

National and international teachers and volunteers were invited to the supplemental training sessions held on January 30 and 31, 2025. Time constraints and those caused by recurrent power failures in the country did not favor simultaneity with the expected coverage, but the sessions were recorded and shared for asynchronous consultation.

Links January 30 Sessions.

First part: <https://youtu.be/PeKoqu-aaSM>

Second part: <https://youtu.be/GiSwBWqfjek>

Links January 31 sessions

First part: https://youtu.be/t3N_CvRr0wY

Second part: <https://youtu.be/OsnU2g7qE8o>

— Technological tools

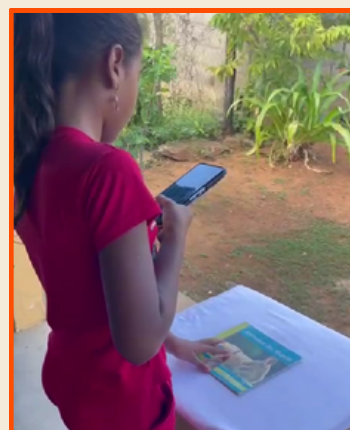
Basic training on technological tools for distance work and communication was offered to volunteers and teachers between the months of May and June (one session of 2 academic hours). This is necessary for the accompaniment of the proposed reading promotion actions and for the coordination work inherent to the circulation of reading materials proposed by Hoy el libro camina por mí.

* Provision.

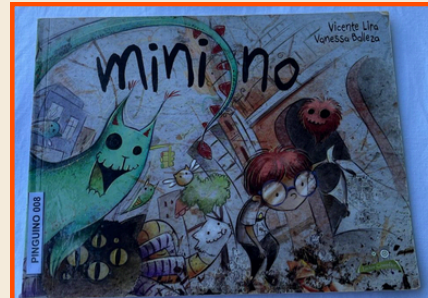
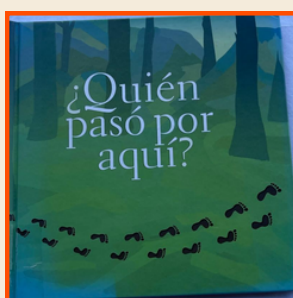
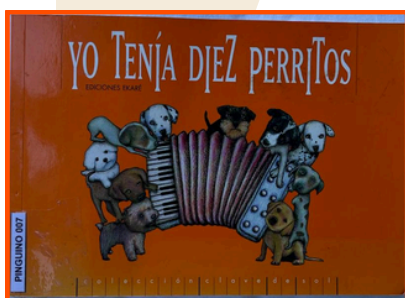
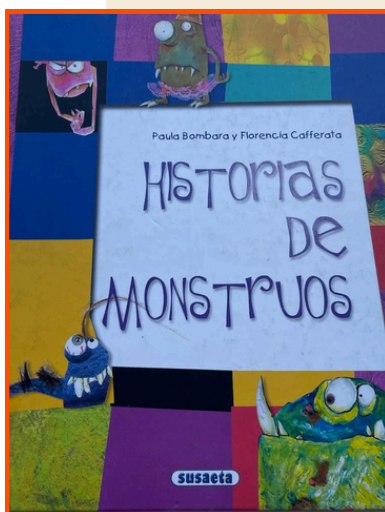
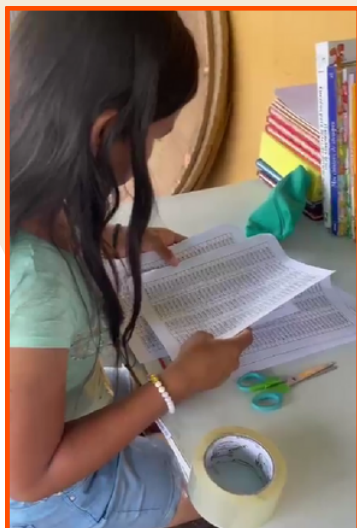
One of the main contributions of the Banco del Libro to the Project was to make available to the mini-

ACTIVITIES AND RESULTS

libraries a selection of quality books for children and young people, based on the experience of evaluation and study of the institution and on the knowledge of the context. We contributed with 145 new books and 145 used books to the conformation and operation of 29 Mini-libraries that the volunteers aspire to install in the 33 communities that make up San Mateo (they already have 4 installed). This, through the purchase of new titles, the selection of books from the Book Bank's Donation Service and advice on strategies for their maintenance and the generation of activities to promote reading (*Annex 2: List of new books donated*). Each school also received a collection of Formemos Lectores, a Book Bank publication that addresses important topics for the training and work of the mediators.



ACTIVITIES AND RESULTS



A shared basis was also established to systematize the experience beyond the execution of this project, given its importance in terms of the implementation of an innovative model for the distribution and circulation of books in the region, specifically in a vulnerable population and in the context of the country. This action will be carried out in conjunction with the FKZG liaison coordinator and we hope that it will contribute to strengthening the follow-up and deepening of the actions carried out.

**QUALITATIVE
EVALUATION OF
THE RESULTS.**



QUALITATIVE EVALUATION OF THE RESULTS

* As for the diagnosis...

The early end of the school year due to the presidential elections held in Venezuela in July and the late start of the following school year due to the same circumstances, limited the possibility of making a more detailed diagnosis on site (direct reading responses from the children prior to the intervention in order to establish a baseline of our own) but, the interviews conducted with the girls who support the technical processing and circulation of the books as well as the observation of the relationship of the users with the books and the dynamics of those who host the existing mini-libraries in their homes or work spaces, showed knowledge of the existing collection, personal enjoyment of the books and an appropriation of the processes of lending, circulation and maintenance of the books.

The on-site diagnosis carried out by our specialists with the support of Yuraly was also supported by the review of products such as the reading diaries kept by the children and interviews with those responsible for the spaces where the mini-libraries reside.

It is noteworthy that although one of the premises of the interlibrary exchange that “Today a book walks for me” was planned to be done by bicycle at the request of users through the networks, it is limited by the current decline in the use of bicycles in the town due to the rise of motorcycles as a means of transportation, which can make the project put more effort to strengthen the idea of resuming and promoting this more sustainable means of transportation, adding value to it. In conclusion, the diagnosis was more oriented to the physical possibilities of the library facilities than to the previous reading performance of the children before the intervention. However, given that our intention was to diversify and improve the literary quality of the reading materials available in the mini-libraries and to provide reading promotion tools to teachers and project volunteers, and that our relationship with the project continues, the experience has provided us with elements to observe, measure and dream of better results from this intervention.

* Regarding training...

The training sessions were enlightening and confirm the premise that teachers for the most part do not read literature, children's or otherwise; that reading is mainly associated with school. However, when in contact with the books selected for the libraries and with the stimulus provided by the modeling of reading aloud and the realization of activities to encourage reading, they were motivated and interested in having the LIJ as an ally not only to promote reading performance but also to stimulate creativity, promote soft skills and the resolution of conflicts through the internalization of the situations they raise and from the possibilities of personal elaboration generated by the stories. The attached video shows the teacher's testimonies about what they took away from the training.

* Regarding the endowment...

The books were received with surprise for their content, and their graphic quality. The album book was for many a discovery of the possibilities offered by the image to stimulate reading and the development of thinking. The interaction with them during the training made the discovery of them as cultural objects and the possibility of taking advantage of the reading of the world of images as a stimulus to overcome the difficulties observed in the reading performance of children and youngsters.

QUALITATIVE EVALUATION OF THE RESULTS

* Possible extensions or extensions of the project

As already mentioned, and it is a premise of the project, the relationship with the experience of the volunteers in the town of San Mateo is prior to the realization of this project presented and supported by the Yamada Fund. It is from the observation of the teachers and volunteers about the existing limitations in reading comprehension, communication and effective relationship with the information that allows relating to the world, self-care and exercising citizenship that the possibility of bringing additional training as reading mediators to the formula of providing books was born. For this reason, we will continue to be linked and, with the follow-up we are already doing, we will try to continue contributing with the support of volunteers and teachers who have already been trained. Additionally, we have achieved among our allies the possibility of contributing with a new mini-library that will be donated by the Remo Project (@proyecto_remo) that in addition to contributing with a new space for the collection of circulating books, will model the possibility of building the mini-libraries with other types of low-cost materials whose aesthetics and durability will provide greater appeal to the project for both users and potential donors.

ANNEXES.



ANNEXES

Annex 2: List of new books donated.

Item	Título	Editorial	Ejemplares
1	Ámbar	hdc Editorial	1
2	Almíbar	abuenpaso	1
3	El crimen de la Hipotenusa	Planetalector	1
4	Marioneta	Everest	1
5	La historia de Ismael que cruzó el mar	Everest	1
6	La vida es un sueño	Planetalector	1
7	Cyrano de Bergerac	Anaya	1
8	El libro de la selva	Austral	1
9	24 poetas latinoamericanos	Colección latinoamericana	3
10	Antología del siglo de Oro	Norma	1
11	Luna de mazapán	Bruño	1
12	El camino del faro	edebé	1
13	Colgado del aire	Everest	1
14	Mi nombre es Robert C. Newton	Everest	1
15	¿A donde fue la carta de navidad?	Meollo Criollo	2
16	¿A quién se le escribe la carta de navidad?	Meollo Criollo	2
17	Historias Ajenas	Menena Cottin	2
18	El caso del director del colegio desenmascarado	Edebé	1
19	Diez lunas para una espera	Beascoa	1
20	La bruja pastelera	Colección pliegos de fantasía	1
21	Pata de dinosaurio	Norma	1
22	Rin Rin	Norma	1
23	Animal con todas las letras	del Naranjo	1
24	Newton Vuelve	A fin de cuentos	1
25	Mañanita de niebla	A fin de cuentos	1
26	Begoña la araña	Camelia Ediciones	8
27	La cucaracha	Camelia Ediciones	3
28	Ding Dang Dong	Camelia Ediciones	6
29	La fábula de los Cochinitos	Camelia Ediciones	5
30	Perros	Camelia Ediciones	3
31	Cosas sueltas y secretas	Camelia Ediciones	3
32	Siempre quise viajar	Camelia Ediciones	2
33	Sonatina	Camelia Ediciones	1
34	¿Qué hacer un domingo?	Camelia Ediciones	4
35	Un rico flan	Camelia Ediciones	7
36	Zorricano	Camelia Ediciones	6
37	Pelicanocho	Camelia Ediciones	3
38	Detrás de la cortina azul	Camelia Ediciones	2
39	Alanagua	Camelia Ediciones	2
40	Osos de Cuento	Camelia Ediciones	2
41	Perro Picado	Camelia Ediciones	2
42	Azul y Rojo	Camelia Ediciones	2
43	Naranja	Fundación Empresas Polar	1
44	Ellas también	Fundación Empresas Polar	1
45	Diccionario Visual del español de Venezuela	Fundación Empresas Polar	1
46	David Pichón	Flamboyant	1
47	El desafío del caracol	Torre Naranjo	1
48	Malvarina Una ayudante sospechosa	Flamboyant	1
49	Dagfrid y compañía	Flamboyant	1
50	Colombia es una fiesta	Norma	1

ANNEXES

Item	Título	Editorial	Ejemplares
51	Carozo , un perro muy especial	Norma	1
52	Cumpleaños feroz	Torre Naranjo	1
53	La tribu de Kai Libro 1 La danza del cuentconmigo	Flamboyant	1
54	La tribu de Kai Libro 2 El nuevo mundo	Flamboyant	1
55	Una habitación muy ruidosa	Flamboyant	1
56	Dormir a pata suelta	Flamboyant	1
57	Simón	Flamboyant	1
58	empatía	Flamboyant	1
59	Chamarío	Ekaré	1
60	Dragonero	Ekaré	1
61	Dragonero despega	Ekaré	1
62	El perro del cerro y la rana de la sabana	Ekaré	2
63	Fábula de la avispa ahogada	Ekaré	1
64	Fábula de la ratoncita presumida	Ekaré	1
65	La Jardinera	Ekaré	1
66	La sayona y otros cuentos	Ekaré	1
67	La mujer tatuada y otros cuentos	Ekaré	1
68	Eros y Psique	Ekaré	1
69	El gato de Brasil	Ekaré	1
70	La tercera expedición	Ekaré	1
71	El diablillo en la botella	Ekaré	1
72	Superhéroe	Ekaré	1
73	La distante	Ekaré	1
74	Abilario	Ekaré	2
75	Bravo Rosina	Ekaré	1
76	Conoce las aves tropicales	Ekaré	1
77	Conoce los peces tropicales	Ekaré	1
78	Cuéntame del 1 al 10	Ekaré	1
79	Dan dan dero	Ekaré	1
80	Diablote	Ekaré	1
81	El berrinche de Moctezuma	Ekaré	1
82	El cocuyo y la mora	Ekaré	2
83	El conejo y el mapurite	Ekaré	2
84	El sapo distraído	Ekaré	1
85	La calle es libre	Ekaré	2
86	La Composición	Ekaré	2
87	Cumpleaños	Ekaré	1
88	La señorita Emilia	Ekaré	1
89	Quién dijo Pomodoro		1
90	Trompajaro		1
Total de títulos:			145

ANNEXES



ANNEXES

