

iBBY



INTERNATIONAL
BOARD ON
BOOKS FOR
YOUNG PEOPLE

Bringing Books & Children Together

IBBY-Yamada Fund

Project reports 2023



Pakistan



Peru



Cameroon



Malaysia

Every child has the right to become a reader

IBBY-Yamada Fund

Project reports 2023

IBBY Argentina

Los Primeros favoritos

Reader`s first favourites: workshops on editing, publishing, writing, illustrating



Every child has the right to become a reader



The Readers' First Favorites

YAMADA AWARD 2023: every child has the right to become a reader

Category A. advanced workshops on editing, publishing, writing, illustrating, using books in schools, creating a library, bibliotherapy, and mentoring.

The Readers' First Favorites program began as a result of the success of the Readers' Favorites program, which is in its 5th edition. After several years of working successfully to create an environment conducive to reading and to make the voices of children and young people heard about their favorite books, we decided to try with the youngest children, those in early education (pre-primary/kinder).

We knew that there were many risks, the main one being that teachers could accompany their students in a purposeful and loving way, not trying to influence their tastes and choices if possible. Mediation, we know, is always asymmetrical, as is every adult-child relationship. And we wanted the books and the bond that readers can establish with them to be as festive, genuine and beneficial as possible.

The motto that describes the YAMADA Program is deeply related to the Readers' First Favorites initiative. For ALIJA, it was an irreplaceable incentive to have the financial support of the Yamada Bee Farm fund to carry out this program, and we are very grateful for the opportunity to this fund and to IBBY for its management.

The Readers' First Favorites

We can say with great satisfaction that the result of this 6-7 month intensive program that achieved its first edition in 2023 shows many quality and sustainable results over time:

- Helps children develop as readers at the earliest age possible.
- Values readers' voices about their readings, and considers their opinion on an equal base with that of any other reader.
- Highlights the role of the school as a mediator.
- It supports teaching work, since it considers educators as a virtuous bridge in the creation of a reading community within the school.
- Collaborate on professional training needs through workshops and interviews with creators.
- It reaches the most neglected schools, in some cases due to their geographical location, their social vulnerability or for other reasons. Furthermore, it is present in very different types of schools: urban, rural, central, remote.
- It involves publishers who are willing to collaborate with third sector (NGO) projects.
- It allows readers to make first-hand contact with the creators (through interviews and workshops with writers and illustrators).
- It makes numerous titles of very good quality available to readers. They receive a number of new titles that they would hardly be able to learn about through other means.
- Teaches consensus. The conversation about the readings carried out, the analysis of the materials, the knowledge of the authors and the creation of an environment for reading promotes that the books are chosen by consensus (not by majority, here it is not about seeing which book wins, but which one is valued and why).
- Generates bond and habit of sharing. Because many of the activities are done in groups. This also allows the materials to be used greatly: the same copy is read repeatedly by several children.
- Promote a green conscience. We strongly encourage the sharing of book copies and do not accept photocopies in any way. Sharing books, circulating them is a wonderful way to generate community.

The first edition, 2023

When we decided to carry out this program we wanted to know first-hand what the true impact of books and their reading on readers was. We usually get to know what promoters, academics and specialists think about topics, genres, authors, and books but we can hardly know what the readers' opinion is, what they feel about the books that are said to be written for them.

This program has the following dynamic: children from various educational institutions spread throughout the country receive a supply of books published especially for them. From the beginning of the school year and for several months, at school and with their teachers, children read and give their opinions on their readings. Publishers contribute to the delivery of most of these books, so that all schools involved receive exactly the same titles. At the end of the year, readers vote for their favorite books. ALIJA receives these votes and rewards the authors and editors.

Many resources were needed throughout this entire process, and in each of the stages. During the first, capturing interested institutions and communicating the program required many hours of work. It is important to insist on a structural difficulty: we live in a very large country, still underdeveloped, full of contrasts, and all services (roads, post, transportation) have a deficient and unequal development, depending on the region, and which also consumes much of the budget for this program. For each institution that adopted the program, between 7-10 were contacted, some of them were discarded until we found schools that were very committed to reading, with the capacity to manage the project for several months and that could complete the administrative demands in a

timely manner. Additionally, it was sought that the country was represented in the most federal way possible. The stage of formation of the group of schools generated incessant communication that became exhausting.

Then, the pieces for social media and communication were made to achieve the commitment and participation of the publishers who are the ones who make the most important economic contribution: the books. This stage meant a considerate stress. Simply because many books are ordered for free from an industry that faces serious economic problems.

What followed was the logistics stage: receipt of the books, assembly of the boxes, loading and unloading, preparation of shipments, post dispatch, transportation and mail. In man-hours, we could say that around 160-170 hours were used.

Simultaneously, exchanges were established through social networks (Facebook, email, Whatsapp, Instagram) with all participants. This net of messages did not disappear at any time.

The pedagogical team began to analyze the materials to establish strategies, think about workshops and didactic content. These “tools” were sent to teachers. In addition to proposing complementary activities that teachers could take advantage of at any time in their careers (alphabet books, poetry at school, photography and books, storytelling, preparation of flip books and book teasers). An agenda of meetings with authors was prepared, in some cases in person, in others via Zoom that allowed the children to share that time with kids like them, from other institutions.

For the 2023 edition, the goal of the institutions and their mediators was very demanding: each participating school group received 73 titles, most of which were very attractive. The teachers had to think of strategies to circulate and read this large corpus. And to achieve it they had 6-7 months. The books were received between the end of April and the first week of May, and by the end of October they had to have them read so they could choose their favorite books. All readers received copies of the same titles: they read and commented on the same books.

The resources also became necessary for the purchase of books. Although the publishers donated most of the material, in those institutions that proposed working with several rooms simultaneously, ALIJA sent them more copies of each title, to speed up the circulation of materials.

Both the workshop leaders and the teachers greatly valued the meeting and training spaces. It was very gratifying to see the response of the children when they were able to meet the creators, even virtually, fascinated to talk with them and share their reading experiences.

Some conclusions

The incorporation of the initial level (remember that this program was born as an extension of Readers' Favorites, aimed at children and young people from 8 to 15 years, and started in 2018), means a greater challenge since it is an educational level in which the ways of offering literature have been mutating from more pedagogical approach (“ethical values” in education) to a conception of true emancipation of the reader believing in their possibilities of constructing meaning. Furthermore, we revalue the genuine act of critical reading even in young boys and girls who do not read conventionally.

Although the jury is made up of boys and girls aged 4 and 5, most of the institutions designed some way to share the books received with other rooms even if those boys and girls did not vote for their favorite titles.

An interesting challenge was the organizational diversity of the initial level institutions, this showed different modes of commitment and execution of the program. From ALIJA the intention was

to support and respect the particularities of each institution. To achieve this, we maintained fluid communication through a WhatsApp group, email exchanges and virtual meetings.

The actions we proposed resonated with the mediators, students and families. Teachers and students felt part of a unique, special project that had them as protagonists and that gave them the conditions to access beautiful books, enjoy them and comment on them.

At ALIJA we support that school is, was and will be "The great opportunity" for thousands of children to come into contact with books and reading. Mediators deserve better training. Spaces for horizontal exchange are needed for children and young people from different parts of the country so that they can express their opinions and be active in their growth as readers. The book culture environment must involve editors in the process of creating readers and in the growth of activity in the field of children's literature, supporting the school and mediators committed to the creation of a reading community. We hope to have contributed permanently to these ideals.

Consolidated data

- 14 participating kindergartens/institutions
- 56 rooms/sections (4 per garden, approx.)
- 1,120 boys and girls (20 per room, approx.)
- 65 mediators involved (teachers, assistants, heads)
- 70 titles by Argentine creators
- The books traveled 13,967 km, from the ALIJA headquarters and to the entire country.
- 10 participating province/states (CABA, Provincia de Buenos Aires, San Luis, Río Negro, Tierra del Fuego, Catamarca, Salta, Chaco, Misiones, Córdoba).
- 25 participating publishers
- 7 training meetings / workshops
- 5 meetings with authors
- 4 virtual meetings between institutions, to share readings. Before the vote, the children shared the virtual forums. There they talked about their preferences, and recommended those they considered unmissable.
- RRSS, a WhatsApp group, was the platform for exchanging videos and photos at different moments of the program.

Some testimonials

"The readings led us to present a shadow theater for the story *The Shadow and I*, and then we let them experiment and get to know them, arranging the patio."

"Very beautiful first meeting and very federal!!! "Long live literature!!!"

"Hello, we tell you that we were presenting the books that came to us to the families and share the experience with the dissemination groups in each room."

"Good afternoon! I share a photo of the book vote. In this case they were books about cats."

"From that selection, we read the books and when we finished we voted and so on until we finished all the stories."

"Learning from a young age to exercise their civic right to choose and their civic commitment."

"I hadn't thought about it that way. "I'm going to implement it."

"Today, in the Annex Garden of EP No. 43 of Ing. Huergo - Río Negro, there is an electoral ban. Kids know that they can't tell what their favorite book is. They are anxiously waiting for tomorrow to arrive and see the results 😬."

"Yes, yes... an election that includes a ban, an identity document, a ballot box, prosecutors, scrutiny... a true 'celebration of democracy', as they say."

"Thank you very much for this great opportunity. Blessings."

The teaching tools allowed:

To the teachers

Learn about new books, authors and aesthetics and improve the way you choose books (change the canon).

Reaffirm their knowledge about literary genres.

Update their ideas about childhood, as a recently created social category.

Update their methodologies, on how to talk about what readers have read, how to find out about the readings, how to respect children's points of view (*Dime* approach, by Aidan Chambers).

To the school

Develop the best reading environment (*Dime* approach, by Aidan Chambers and *The Great Occasion*, by Graciela Montes), considering its possibilities and background.

Encourage other teachers to join the program or develop their own book-centered teaching program.

Adopt ALIJA IBBY as a source of consulting and training, in reading, books, promotion and literature.

To the readers

Express about their readings.

Distinguish between different genres of reading.

Make contact with different editorial catalogs

Experiment reading different types of materials.

Be part of the community of readers from different places.

Meet authors, in person or remotely.

For the 1st edition of The Readers' First Favorites, the Initial Level rooms of 14 institutions (kindergartens) were summoned



From this link you can access the exact location of the participating institutions:

<https://maps.app.goo.gl/9ULfJSzFswAKULLm7>

Colegio Jesús María, Córdoba Capital
Jardín anexo "Eluney" Escuela Primaria N°43, Río Negro
Escuela N° 4379 "Padre Claret", Iruya, Salta
JIN 5 - Belén, Catamarca
Jardín N°11 Chepachen, Río Grande, Tierra del Fuego
Jardín N° 909 Jaime Simoni, Trenque Lauquen, Bs.As.
Jardín Antártida Argentina, El Manzano, Córdoba
JIN A DE 17 Alicia Moreau de Justo, CABA
JIN D La Capitana María Remedios del Valle DE 12, CABA
NENI El Baúl de los sueños N° 2103, Bernardo de Irigoyen, Misiones
Jardín N° 904 Rosario Vera Peñaloza, Guaminí, Bs.As.
Escuela N° 4643 Joaquín Castellanos, Salta Capital
EPSG N° 2 B Emerenciano Sena, Resistencia, Chaco
Anexo Escuela N°139 Juana Koslay, San Roque, San Luis

Workshops and training

- “Books as meeting territories.”
- “Tell me, I’m listening. “The literary conversation in the kindergarten and in the first cycle of primary school”
- “Readers who write”, for Initial, Primary and Secondary level
- “Poetry at school”, for the three educational levels.
- “Literature, photography and games”, for the three educational levels.
- “Reading and telling stories”, for the initial level.
- “Alphabet books.”

Meeting with creators

These writers, illustrators and integral authors shared meetings with readers: Margarita Mainé, Chanti, María Laura Dedé, Gabriela Burín, Nicolás Schuff.

Awards, winners and the awards ceremony

These were the 2023 winners: *What you see is not [Lo que ves no es]*, written and illustrated by Chanti, published by Bambalí Ediciones and secondly, *Songs de Constanza [Las canciones de Constanza]*, written by Antonio Santa Ana and illustrated by Lara Dombret, published by Norma.



The Readers' First Favorites records

- During the awards ceremony, on Thursday, November 16, we shared a very exciting video with the winners, family, school, creators, and children. You can see the video here: <https://www.youtube.com/watch?v=w8zsB0ldo>.
- A little reader chooses his favorite book: <https://youtu.be/HzKpl0AM0qU>.
- A teacher tells us about her experience with the Readers' First Favorites program in her kinder garden: <https://youtu.be/m7uXPdD4vn0>.
- Readers from the Iruya kindergarten, Salta, tell about their link with the participating books: https://youtube.com/shorts/lnht7W6_OM?feature=share.
- Readers bring their documents to vote: <https://youtube.com/shorts/7tZkukiN-nY>.
- The impact of the program in the Trenque Lauquen kinder garden: <https://youtu.be/WtL0TWWdc3k>.
- This video shows the background: Readers' Favorites 2021, with English subtitles: https://youtu.be/9Nri9A6Ux0A?si=kDqU_2Xm8VuamQMo.



Author visit: Chanti with the Initial Level.



Kindergarten "Antártida Argentina", El Manzano, Córdoba.



Training workshop for teachers and mediators.



Colegio Jesús María Kindergarten, Córdoba.



Kindergarten Garré, Provincia de Buenos Aires.



Colegio Joaquín Castellanos kindergarten, Salta city.

How to keep in touch

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IBBY-Yamada Fund

Project reports 2023

IBBY Armenia

Defenders of every child's
right to become a reader

Librarians' great role in creating readers



Every child has the right to become a reader

IBBY Yamada Fund 2023 REPORT

Title of the project:

“Defenders of every child’s right to become a reader” or

“Librarians’ great role in creating readers”

About the project

- As we know, libraries are the most effective and comprehensive social institutions in social interactions of any society, which spread the level of available information using tools and facilities which are at their disposal. In amongst this, the librarians, which held the torch in this field, have the important role in improving and development of reading cultural among children and youth.
- It is obvious that a library as an institution can be more effective, when librarians are familiar with modern tools and the latest information in the field of information dissemination, which is possible by training them.
- Thus, our National Section initiated to organize a 3-day training course for local librarians with a foreign specialist with a generous support from IBBY Yamada Fund 2023.
- The course was conducted by Zohreh Ghaeni, Children's literature expert, translator, lecturer, researcher and historian from Iran. She founded "Read with Me", the reading promotion program for children in deprived areas of the country and children in crisis. This project was awarded the IBBY-Asahi Reading Promotion Award in 2016. She is also the winner of the 2022 IBBY iREAD Outstanding Reading Promoter Award.

Project's aim:

- to contribute to the promotion of the professional skills of local librarians
- to make local librarians become aware with the modern methods of promoting reading, the formats of literary spaces, library systems in the 21st century, the new functions of specialists in the field, the choice of tools for working with children in a crisis situation and with children with special abilities.
- to contribute to the promotion of creation new methods of effective cooperation with children and parents.
- to contribute to the use of books as a means of cultural education, intellectual development of children
- to contribute to the development of reading culture and to the strengthen of librarian-reader connection

Project's outcomes:

Armenian 25 librarians have a 3-day full program during which Zohreh Ghaeni shared her experience and knowledge about the below mentioned themes:

- What is the role of the librarian Children's libraries in 21st Century?
- The newest UNESCO definition of Literacy and how the librarians could engage in this new concept?
- What is Cultural Literacy? How libraries promote cultural Literacy?
- Urie Bronfenbrenner's (Russian-American Psychologist) Ecological systems and Children's Libraries
- Raise a reader! When and where reading should be started?
- Why is reading to infants and toddlers important?
- What is Emergent literacy?
- IFLA guidelines for library services to babies and toddlers
- What is child-centered & literacy environment in libraries
- Reading aloud (the definition and methods)

Project's outcomes:

- What is independent reading? How to guide it?
- What is dialogic reading?
- What is the role of the librarian in promoting dialogue?
- Reading aloud and related artistic activities?
- How does drama help children to understand the stories deeply?
- What is Bibliotherapy and how librarians could help Children in trauma?

After the workshop Zohreh Ghaeni summed up the results and the participants share their ideas about what they would change in their libraries after the workshop.

The workshop's implementation period coincided with the cases of forced displacement of Armenians as a result of Azerbaijani aggression, and the new knowledge and methods gained within the framework of the workshop will be also very helpful in working with forcibly displaced children especially through Bibliotherapy.

Day 1



Day 1



Day 2



Day 2



Day 3



Day 3



Day 3



media reference

- <https://shorturl.at/fxBFJ>
 - <https://shorturl.at/clnqN>
 - <https://www.1lurer.am/hy/2023/10/09/1/1010491>
 - <http://alarmenia.am/?p=1732&lang=hy>
 - <http://alarmenia.am/?p=1742&lang=hy>
 - <http://alarmenia.am/?p=1748&lang=hy>
 - <https://armenpress.am/arm/news/1122112.html>
- <https://168.am/2023/10/22/1945445.html>

In the end ...

Special thanks to IBBY Yamada Fund and IBBY International for supporting to implement this project for the professional development of Armenian librarians which was much of help for their career increase and for the development of new methods and activities for the promotion of reading among children and young adults!

IBBY-Yamada Fund

Project reports 2023

IBBY Cuba

«Children must think as soon
as they can think...»

The significance of high-quality books in the cultural identity
of children and young people - Workshop



Every child has the right to become a reader



TO: IBBY Executive Committee

FROM: IBBY Cuban Committee

SUBJECT: YAMADA FUND 2023. Report of the IBBY Cuban Section

(IBBY Cuban Committee and its Latin American and Caribbean Chair of Reading and Writing), on the results of the “We Work for the Children”.

XI IBBY International Workshop: “El niño, desde que puede pensar, debe pensar en todo lo que ve...” Significación de los libros de calidad en la conformación del sentido del decoro como valor fundamental de la identidad cultural de niños y jóvenes”. // **“The child, from the moment he can think, must think about everything he sees...” Significance of quality books in shaping the sense of decorum as a fundamental value of the cultural identity of children and young people.”**





This *XI Workshop* was held in the context of the *International Reading Congress 2023. To read the XXI, for a culture of decorum*. In this framework, the Workshop capitalized on the knowledge and experiences of the previous ones with a significant expansion of its area of influence and, consequently and for this reason, it projected its work in the ideal context of the Congress... which was held at its traditional headquarters: Havana, Cuba, from October 23 to 27, 2023, with the purpose that, when inserted in the context of our system of International Congresses (Reading to read the XXI), it would share and endorse its reason for being, which it is none other than reading. The purpose of our *XI Workshop* was fully fulfilled because when the call for the *International Reading Congress 2023...* was addressed to delegates committed, both professionally and personally to reading, the presence of readers with diverse specialties, experiences and interests was guaranteed and, at the same time complementary: teachers, researchers, facilitators, librarians, booksellers, writers, designers, illustrators..., that is, mediators, because that is what they are, both in their daily work, and in essence, every reading subject. Likewise, the format planned for the insertion of the *XI Workshop* in the context of the *Congress...* allowed it to be carried out in daily sessions and during central times of the same.

. - Results achieved:

The *XI IBBY International Workshop «For children we work»* “*«The child, from the moment he can think, must think about everything he sees...»* Significance of quality books in the formation of the sense of decorum as a fundamental value of cultural identity of children and young people” took place, according to plan, between October 24 and 26, in the City of Havana, Cuba.

. - Financial resources:

The *XI IBBY International Workshop «For children we work»*: “*«The child, from the moment he can think, must think about everything he sees...»*



Significance of quality books in the formation of the sense of decorum as a fundamental value of identity cultural activities of children and young people”, had the necessary and indispensable contribution from the Yamada 2023 Fund. To the previously allocated funds, assumed by the Cuban IBBY, IBBY Cuba's own funds were added as circumstances required (room rental, guest meals, etc.) and were expanded with the resources contributed by the specialists involved from Argentina, Cuba and Uruguay. (See attached report).

.-Human Resources

a) Individual Project Managers:

The IBBY Cuban Section (IBBY Cuban Committee -IBBY Cuba) and its Latin American and Caribbean Chair of Reading and Writing (CLCLE) together with the following coordinators, members and collaborators of the respective branches of the CLCLE:

.-General Coordination of the *XI IBBY International Workshop «For children we work»* [...] “*«The child, from the moment he can think, must think about everything he sees...»* *Significance of quality books in the formation of the sense of decorum as a fundamental value of the cultural identity of children and young people*”: **Emilia Gallego Alfonso** (President of IBBY Cuba, President of the International Reading Congress 2023. To read the XXI and General Coordinator of the CLCLE).

.-Vice Coordination of the *XI IBBY International Workshop «For children we work»* [...] “*«The child, from the moment he can think, must think about everything he sees...»* *Significance of quality books in the formation of the sense of decorum as fundamental value of the cultural identity of children and young people*”: **Nora Lía Sormani** (General Coordinator in Argentina of the CLCLE and Vice President of the Scientific Committee of the *International Congress Reading 2023 To read the XXI: “The forces of the world must be known to put them to work”* and editor of *BOOKBIRD in Spanish*).

.-Cuban Headquarters Coordinator: Enrique Pérez Díaz (Vice President of the Scientific Organizing Committee of the *International Congress Reading 2023. To read the XXI: “You have to know the forces of the world to put them to work”*). Outstanding Cuban specialist with multiple activities in the cultural organizations of his country.



.-General Coordinators of the South American region of CLCLE: Gabriela Dreyer (representing IBBY Uruguay) and **Rodrigo Ures** (representing Argentina).

b) Participants: who benefits and who are members.

1b) Professors, facilitating specialists, general specialists and senior managers, teachers, researchers, facilitators, librarians, booksellers, writers, designers and illustrators. With the direction and teaching of the workshops by **Emilia Gallego Alfonso** and **Enrique Pérez Díaz** (Cuba); **Nora Lía Sormani** and **Rodrigo Ures** (Argentina); **Gabriela Dreyer** (Uruguay).

2b) Educational and cultural institutions:

The main **sponsor** of the *XI Workshop* was the **Yamada Fund** together with the Cuban Committee of the IBBY and the Latin American and Caribbean Chair of Reading and Writing, with the co-sponsorship of the International Board on Books for Young People (IBBY) and the sponsorship of the Centro Regional para el Fomento del Libro en América Latina y el Caribe (CERLALC-UNESCO); IBERLECTURA; Organización de Estados Iberoamericanos (OEI); Agencia Española de Cooperación Internacional para el Desarrollo (AECID); Instituto de Artes del Espectáculo de la Facultad de Filosofía y Letras de la Universidad de Buenos Aires; Instituto Emilia; Universidad Católica de Maule; Jacarandá Editoras; Unión Nacional de Escritores y Artistas de Cuba (UNEAC); Instituto Cubano de Investigación Cultural “Juan Marinello” (ICIC); Observatorio Cubano del Libro y la Lectura (OCLL), Bicentennial University of La Habana (UH), Ministerio de Educación de la República de Cuba (MINED); Oficina del Historiador de la Ciudad de La Habana and the Casa de las Américas, among other national and foreign organizations and institutions.

3b) Workshop attendees:

Mediators in the promotion and animation of reading: teachers of different levels and librarians; academics and speakers at the *International Reading Congress 2023. To Read the XXI*; students of the last level of pedagogy, communication, linguistics and library science, as



well as teachers of these areas, editors, writers, designers, illustrators, and government officials.

. - Project development:

According to the planned objectives, characteristics of the specialists in charge and the needs and conditions of the city of Havana, Cuba, and the specific works of Argentina and Uruguay, the work program was divided into two stages:

Program

1) Prior organization (first stage):

- .- Research and subsequent deepening, expansion and updating of knowledge related to the central thematic axes of the XI Workshop.
- .- Tribute to Katherine Paterson and winners of the Hans Christian Andersen Award from Latin America and the Caribbean. Study, evaluation and dissemination of the work of Katherine Paterson (USA), Ana María Machado, Lygia Bojunga Nunes (Brazil) and María Elena Walsh and María Teresa Andruetto (Argentina) and

b.- Update, application and deepening of the concepts (contributed in the previous **Yamada** workshops) of theory and literary criticism with emphasis on the dissemination of the contributions of our region.

- .- Design of the logo that was identified with the same image of the poster of the *International Reading Congress 2023. To read the XXI*, within which the workshop was developed:





.-Design of the workshop promotion poster:



.- Design and assembly of the Facebook page: IBBY Yamada Cuba 2023. See the following link:
<https://www.facebook.com/search/top?q=yamada%20ibby%20cuba%202023>

. - Conformation of the bibliography, methodological tools and documents for control and evaluation.

. - Formation of the Program.

.-Preliminary delivery of bibliography divided into three parts: essential theoretical bibliography; reference bibliography and suggested bibliography. Also, essential reading fiction texts.

.-The recommended reading texts were indicated. All this bibliography included the texts that all students should read, available to all attendees in PDF format. The suggested bibliography consists of a series of texts selected to continue reading on the topic or delve into other texts written by the current teachers of the workshop.

.-43 theoretical texts by Latin American and Caribbean authors were used. The program then included a PDF with 43 essays and articles by Latin American authors and Caribbean researchers and thinkers who deal with the topics to be studied.

See the following link:
https://drive.google.com/drive/folders/1itn8-9PVcrCKy-d_g5mMZT0xEFRXy0vu

.-And a dozen books by the authors studied: Katherine Paterson, Ana María Machado, LygiaBojunga Nunes, María Elena Walsh and María Teresa Andruetto.

.-Location of the *YAMADA Workshop* within the general program of the International Congress. (See file:
<https://drive.google.com/file/d/1MZAAtKFrT5ry2NFTzCNRhRJ823Q-496Yj/view?usp=sharing>).

2) Development of the activity (second stage):

2.1) First session:



On October 24, 2023, the first meeting was held at 4 p.m. (Sala Solidaridad, Tryp Habana Libre Hotel), coordinated by Enrique Pérez Díaz (IBBY Cuba) and entitled: "The land in which I was born: Katherine Paterson among us".

Pérez Díaz drew a complete overview of the work of the great author of *The Great Gilly Hopkins*, anchoring in the analysis of her poetics and the main themes in her work. In this context, and within the Yamada Workshop, the Tribute to *Katherine Paterson*, the motto and main reason of the entire *International Congress*, was fulfilled. Emilia Gallego Alfonso (president of the *Congress* and general coordinator of the *XI Yamada Workshop 2023*, gave a lecture on quality selection based on her theoretical book *Without hostesses, telling us what to do: considerations on reading and criticism*. The session closed with questions and contributions from the attendees.

2.2) Second session:

On October 25, 2023, the second meeting was held at 4.15 p.m. (Sala Solidaridad, Tryp Habana Libre Hotel), coordinated by Gabriela Dreyer (IBBY Uruguay) and entitled: "Pretty girl walking her streets". Dreyer presented the life and work of the great Brazilian writer and academic and focused her analysis on the story *Niña bonita* to sensitize the audience about the role and meaning of this creator not only in the context of her country (Brazil), but also in the context of the region. She made a collective reading of the book through a PowerPoint from which she also spoke about the images and the importance of illustration in this particular book. The session closed with questions and contributions from the attendees.

2.3) Third session:

On Thursday, October 26, at 4.15 p.m. (Sala SOLidaridad, Tryp Habana Libre Hotel), the third and last one was held, coordinated by Nora Lía Sormani and Rodrigo Ures (both Latin American and Caribbean Chair of Reading and Writing, Argentina) and entitled:



"Once again and always: Lygia, María Teresa, María Elena...". The audience first listened to Sormani, who showed images and talked about the importance of María Teresa Andruetto in the Argentine and Latin context, with special emphasis on the author's essay and theoretical work. She also referred to her personal experience as a jury member of the Hans Christian Andersen Award in 2012, when Andruetto was distinguished with this award. Her latest book *Clara y el hombre en la ventana*, was shared and analyzed by all those present, who presented their multiple readings on the same work, based on the concept explained by Sormani about "unlimited semiosis". Next, Rodrigo Ures presented his knowledge about María Elena Walsh as Director of the MEW Documentation Center, based in Buenos Aires. This exhibition featured images and sayings by the author of *Tutú Marambà* and songs and conceptualizations of the writer on children's literature, poetry and short stories. Attendees were able to interact in the form of a workshop. Finally, Sormani and Ures went down the path of the texts of Lygia Bojunga Nunes, especially the taboo topics in her work *Mi amigo el pintor*, her foundation in Rio de Janeiro, the ALMA Prize and her love of theater. The session closed with questions and contributions from the attendees. The sessions of the XI Workshop had the special presence of **Hazel Hernández Astorga** (IBBY Costa Rica and host of the previous *Yamada Fund Workshop*), **Graciela Sandoval** (Mexico, host of previous Yamada Fund workshops) and **Margarita Robleda** (guest at the *X Workshop in Costa Rica*) and **Giselle Bahamondes** y **Carolina Restrepo** (hosts in Talca, Chile, of the *IX Workshop*). These special presences were a sign of the continuity and unity of the *Yamada Fund "We work for children"* workshops.

Each workshop is an extension and complement to the previous one.

Criteria for a successful outcome:



100% of the planned activities were carried out.

Tools to measure results:

View files sent as attachments including:

The general program of the *Congress* within which the workshop was held, workshop program, bibliography, evaluations and photographs.

Qualitative results:

Attendees of the XI IBBY International Workshop "We work for children" received 43 PDF files containing the thoughts of top-level Latin American authors related to fundamental themes: literature, reading and libraries, mediation and the function and importance of mediation, the meaning of the Hans Christian Andersen Award, with special emphasis on Latin America and the Caribbean, as well as the importance of the work of the subjects and authors studied, namely: What is the Hans Christian Andersen Prize?, its importance in the world, its award-winning authors and the lives and works of Katherine Paterson (to whom the General Congress was dedicated), Lygia Bojunga Nunes, Ana María Machado, María Elena Walsh and María Teresa Andruetto. The incursion into the works of Ana María Machado, Lygia Bojunga Nunes, María Elena Walsh and María Teresa Andruetto, their study, analysis and evaluation, have sharpened the sense of valuation and have created better conditions for applying a correct criterion for the selection of quality books. The passionate and fruitful exchange that characterized the *XI Workshop...*, allowed the most diverse and profound aspects to be exhibited, as well as varied opinions. Above all: it gave the possibility of broadening horizons and enriching reading experiences.

Indicators of change:

The working method used, as in the other workshops called "For children we work", was that of "conversas" (a term introduced and developed by the specialist Dolores Prades in Brazil), which implied a continuous direct exchange between the facilitator, specialists and assistants, under the concept that the knowledge transmitted "as equals" and through a debate and common agreement of criteria is more effective and produces more



qualitative changes. Although the coordinator introduced and presented concepts, materials and knowledge, in the three sessions this modality was given. In addition, bibliographic files, surveys, readings, text analysis, PowerPoint to present the information, videos, music and recreational resources to work with the texts were used.

Quantitative results:

.-Around **two hundred (200) people** (including students, specialists, teachers, professors and officials) have participated in the three sessions.

. - Five **(5) specialists** from **three (3) countries** coordinated the *XI Workshop*: Emilia Gallego Alfonso and Enrique Pérez Díaz (Cuba); Gabriela Dreyer (Uruguay) and Nora Lía Sormani and Rodrigo Ures (Argentina).

. - They were joined by **four (4) more agents**, of utmost importance, the Cuban artist Nelson Ponce (author of the poster illustration); the designer Yusnier Mentado, the proofreader Isabel C. Serrano León and the community manager Mariana Vanesa Dubatti.

.- Around **fifteen (15) institutions** from various countries have given their support.

.-Posters were designed and printed for dissemination and rooms.

.-**Forty-three (43) theoretical texts** by Latin American and Caribbean authors were used. The program, then, included access to a PDF with 43 essays and articles by Latin American and Caribbean researchers and thinkers that address the topics to be studied.

Check out the following link:
https://drive.google.com/drive/folders/1itn8-9PVcrCKy-d_g5mMZT0xEFRXy0vu

And a dozen books by the authors studied: Katherine Paterson, Ana María Machado, Lygia Bojunga Nunes, María Elena Walsh and María Teresa Andruetto.



Conclusions:

The design, organization, development and successful completion of the "We Work for Children" project. XI IBBY International Workshop: "The child, from the moment he can think, must think [...]. Significance of quality books in the formation of the sense of decorum as a fundamental value of the cultural identity of children and young people", convened and carried out by IBBY Cuba and the Latin American and Caribbean Chair of Reading and Writing and which had all the support of cultural and educational institutions mentioned above, demonstrated once again:

- . - the irreplaceable value of the unity of the Latin American and Caribbean IBBYs (in this case especially: IBBY Cuba and IBBY Uruguay, plus the Argentine branch of the Latin American and Caribbean Chair of Reading and Writing).

- . - the importance of having a continental structure such as the Latin American and Caribbean Chair of Reading and Writing, created, as defined in its foundation: "as an organization that generates, promotes and coordinates educational, research and promotion, animation and promotion activities; as well as all those who cooperate in the creation and dissemination of the best books for babies, children and young people, and of any other practice or cultural activity – as the case may be – related to the above-mentioned".

- . - delve into **What is IBBY?** The importance of its "**Hans Christian Andersen**" Award and the importance of the **5 women authors** who have received it for the quality and impact of their works among "children and young readers". All of them, in addition, have written numerous relevant and recognized articles and essays in the field of the reception of "adult readers", which implies a contribution to the training of trainers.

- . - to update and deepen knowledge of the conceptual apparatus of literary theory and criticism;

- .- to know, deepen and evaluate the work of Latin American and Caribbean specialists, whose studies, criteria and contributions around the field of reading, the market and books for babies, children and young people are not well disseminated;

- .- to have available a bibliography of theoretical and fictional works with 43 theoretical texts written by Latin American and Caribbean academics such as **María del Carmen Bianchi**, **Sandra Comino** (Argentina); **Dolores Prades**, **Marina Colasanti** and **Nilma Lacerda** (Brazil); **Johanna**



Lobo Lobo, Silvia Castrillón, Yolanda Reyes and Fernando Cruz Kronfly (Colombia); **Beatriz Maggi, Emilia Gallego Alfonso, Leticia Rodríguez Pérez, José Alberto López Díaz and Luis Álvarez** (Cuba); **Tatiana Aguilar –Álvarez Bay, Alicia Molina** (México), among others.

.- We believe that these workshops supported and subsidized by the Yamada Foundation are a concrete, profound and transcendent contribution to the development of knowledge about books and reading. And its continuity implies a commitment to continue expanding the texts and knowledge of the great artists grouped around IBBY.



Emilia Gallego Alfonso

Comité Cubano de IBBY/Cátedra Latinoamericana y Caribeña de Lectura y Escritura

IBBY-Yamada Fund

Project reports 2023

IBBY Haiti

Reading programmes for displaced children



Every child has the right to become a reader

REPORT ON YAMAHA PROJECT 2023

As expected, we have been able to offer assistance to more than a thousand children in the area of Port au Prince and in the North, in the town of Plaine du Nord closer to Cap Haitien, the second largest city of the country. Our assistance came mainly under three forms: 1) training of monitors in bibliotherapy 2 bibliotherapy sessions for the children.t bibliotherapy work within classrooms and orphanages. 3) distribution of books in the schools. These are the concrete actions directly to the children from 3 to 15 years old. However the extended benefits are important. More than 20 people were trained in bibliotherapy. Ayibby has been able to develop a partnership with a dozen of schools and orphanages.

Chronological development of activities

We had first to identify some of the sites where the displaced children were now living. We realized that the children were constantly moving. The parents will go for instance in a park or any empty yard or open space. They are very often chased out and tried to occupy another shelter or move into a family or friend house. . The ones who settled will try to send the children to school when it is safer to do so. We found out that using the schools was a better strategy. Most schools in Port-au-Prince registered a number of displaced children coming from all areas. Every week, a new neighborhood is attacked by gangs trying to control new territories. People coming from the countryside are also invading new centers , having been chased by the gangs from other regions such as Artibonite or the Central Department.

It came out that we worked with schools where there is less shooting . In fact, all schools in Port au Prince have registered displaced children. When it is not the child himself, he, she will name a cousin who now moves from home. Our monitors kept a map of the safe neighborhoods.

We had 2 levels of training sessions and monitors during the first months of the project at about a rate of 100 dollars per month. Note that most Ayibby staff and members are volunteers .

Once the centers and the schools have been identified, we proceed to the selection of titles for the activities and for the school children. It has to be said that there were not too many new books available. Since authors, publishers libraries, every literary activities have stopped or slowrd down considerably. However, We proceeded to get books that can be used for our bibliotherapy sessions first . The remaining titles were good classic that most of the children did not have the chance to read yet. We purchased the books based on the average cost of 7 dollars the unit, just about 958 Haitian gourdes. Most schools in the country cannot afford to buy books , nevertheless at this price

While processing on getting the books, the training sessions have started, Unusual fact There were still more women in the worskhop but also more men than usual.. We had a five week training in bibliotherapy. A very dynamic group that I personally enjoyed. Many of them expressed the need to have writing workshop considering there are not enough good books for children in their native language..

We have been joined by some of the old group of monitors who had to have a refresh short course.

Then came the big days. Meeting the children is always emotional and challenging. The outcome was no surprise. The children, in all sites and schools as we can see ourselves , look more relaxed which is also confirmed by their teachers. They enjoyed their snacks which is not unusual, being in those low income schools not among children who got sweets too often. Most of them showed the desire to have the books we bought right away. It has been explained that the books belong to the schools. The school principals agreed to plan the modalities for borrowing books. Most schools in Haiti even before the countries turmoil . never had libraries.

We had some difficulties into going in certain neighborhoods obviously because of the security situation. Shootings and kidnapping closed to the site projected. The other problem was the arbitrary fees imposed by the gangs. Most of our people used public transportation. It happened that the gangs will claim more money from the driver, who had no choice than to ask each passenger to increase the amount to be paid, sometimes even double that amount. All passengers will bow their heads avoiding looking at the bandits collecting the sums. I personally congratulate the monitors when I think of the dangers they encountered on the roads.

However, we are glad that nobody got hurt. We were not able to send our team from Port au Prince to Cap Haitien because the roads were blocked by the bandits, The only way to go was by plane which is quite expensive. We did manage however to send the books and used a trained monitor in the orphanage.

All in all, the program was successful. We started late. We have informed the ministry of education that we have trained 30 monitors who can conduct bibliotherapy sessions for the displaced children in their safe schools. One official from the school ministry told us, not jokingly Fine thanks, we will try to accomodate your monitors but there are no safe schools anywhere in Haiti. The project lasted more months than expected. There were often cancellations and rescheduling due to violent gang activities.

Post note

As finishing this report, there is an increase number of kidnappings, Many schools are still used by families who had to use them as shelter. They had just kidnapped six sisters from the same congregation this week. Many catholic schools stay closed in protest. The violence is another turn while we get closed to February 7, date supposedly to have a new government.













IBBY-Yamada Fund

Project reports 2023

IBBY Malaysia

Literature Therapy

for Malaysian Underprivileged Children



Every child has the right to become a reader



IBBY-YAMADA FUND 2023
FULL-TERM REPORT
MALAYSIA

1. Title of project:

Literature Therapy for Malaysian Underprivileged Children: A Training Programme

2. Brief description of the project:

This project falls under the Category B of the IBBY-Yamada Fund namely Bibliotherapy. A series of workshops are implemented in two phases. The first phase is for teachers/volunteers/librarians/social workers who are working for underprivileged children. Each participant learns about bibliotherapy and how to develop complete lesson plans and implement bibliotherapy activities using selected children's books that best fit their unique community. The second phase involves underprivileged school children who are having difficulties in learning. This second phase workshop is to assess the practical use, quality and impact of the modules/lesson plans which are developed during the first phase workshop.

First Phase: A minimum of 12 contact hours (or at least two full-day workshops) are scheduled for participants to achieve the learning objectives of this workshop. Two workshops are conducted, each involving 45 participants who are selected for this programme.

Second Phase: The second phase of this series of workshops involves children in the Rohingya Refugee Schools in Gombak, Klang, Penang, and Terengganu. Participants from the first phase workshop are selected to conduct bibliotherapy sessions with groups of underprivileged children. Each of the participants implement the selected modules with about five children in each group. The total number of children participants is 20. The objective of these bibliotherapy workshops is to assess and evaluate the quality, practical use, and impact of the modules.

3. Is the project being implemented according to the established timeline?

We have tried our best to follow the planned timeline as much as we can. Based on the proposal, the project is to be implemented during 2023, from January to December. From January until September 2023, we have managed to implement the following activities: planning, site visit, selection of the first phase workshop participants, selection of the second phase workshop participants, workshop implementation meeting and first phase workshops. Two first phase workshop have been conducted. One workshop was implemented at Albukhary International University, Alor Setar Kedah, on 24-25 June 2023. This workshop was joined by 45 participants from the Northern States. Four facilitators and three speakers also took part in this two-day programme which was set to achieve the following objectives:

- Explain the concept of bibliotherapy and its use in the classroom
- Discuss the therapeutic role of literature to foster resilience and promote the emotional and social intelligence of children.
- Identify the role of teachers, parents, librarians, volunteers, and counsellors in bibliotherapy;
- Demonstrate the use of children's literature as a practical tool for developmental bibliotherapy sessions
- Evaluate quality children's books as resources for bibliotherapy implementation.
- Develop developmental bibliotherapy lesson plans and modules using the appropriate and selected books for children.

Another similar workshop was conducted on 23-24 September 2023 at the University of Selangor targeting participants from Selangor and the neighbouring states in Malaysia.

Then in October/November 2023, selected teachers of Rohingya Refugee Schools who had attended the first-phase workshop were scheduled to conduct bibliotherapy sessions to their students. However, this plan has been delayed until February-March 2024 which is during the time of this report writing. The objective of these sessions is to test and evaluate the quality and practicality of the modules as well as their impact.

4. What are the achievements of this project?

- A total of 90 people, mostly teachers, have gone through basic training on developmental bibliotherapy. A majority of them are teachers and volunteers for Rohingya Refugee Schools. Others are librarians, parents and university lecturers. The statistics of participants are as follows:

Participants	Number	Percentage
School Teacher	45	50.0
NGO Volunteer	13	14.4
Librarian	12	13.3
University lecturer	10	11.1
Parents	5	5.6
Others	5	5.6

- A pre and post-training survey: A pre-training survey is a type of survey that is conducted before a training session takes place. The objective of this survey is to assess the knowledge, perception and expectations of the participants as well as to get them acquainted with the aims and objectives of the training. The post-training survey is to evaluate the impact of the training with regard to their understanding, perception and expectation. The findings of the survey generally show that there is an increase in understanding, a change in perception and a fulfilment in expectation.
- A survey on common problems (emotional and social) faced by underprivileged children. The objective of this survey is to identify some of the main problems faced by underprivileged children. From this exercise, it is found that teachers and NGO volunteers were able to list down the problems as they dealt directly with such students. Some of the main problems are low self-esteem, low motivation to study, parental neglect, unconducive home environment, illiteracy, cleanliness, negative influence, and absenteeism.
- Developmental bibliotherapy lesson plans for teachers. During the workshop activities, participants were grouped into four or five people to discuss and produce a lesson plan or module for bibliotherapy. Each group was asked to present their module at the end of the session and commented by the facilitators and other participants. Then they re-write the module based on suggestion and comments given. At the end of the workshop, 20 modules were produced and each module uses a specified book and runs for about 30 minutes. This module, however, needs to be tested and edited thoroughly to be publishable and usable.
- Twenty refugee children undergoing developmental bibliotherapy sessions. At the time of writing this report, bibliotherapy sessions are being conducted by participants from the Rohingya Refugee Schools in Klang, Gombak, Penang, and Terengganu. These sessions involve four groups and a total of 20 refugee children.

5. Have you been meeting specific difficulties in the course of the project execution?

The duration of two days for each workshop is found to be short and participants need more time to do more discussions and exercises to produce good lesson plans or modules. Suitable books in the local language (Malay) to be used in bibliotherapy sessions are not easily available. Perhaps, authors, editors and publishers need to be given more exposure and skills to produce such books.

6. Financial Implication

Item	Price (MYR)	Quantity	Total (MYR)
Workshop 1 <ul style="list-style-type: none"> • Speaker Travel • Speaker Accommodation • Speaker Honorarium (Only one speaker was paid) • Training Kit and material • Facilitator travel • Facilitator Accommodation • Facilitator honorarium • Venue and facilities 	500 400 600 200 500 400 300 2000	3 persons 3 persons 1 person 45 participants 3 persons 3 persons 4 person 2 days	
Workshop 2 <ul style="list-style-type: none"> • Speaker Travel • Speaker Accommodation • Training Kit and material • Facilitator travel • Facilitator Accommodation • Facilitator honorarium • Venue and facilities 	100 400 200 100 300 300 1000	2 persons 3 persons 45 participants 4 persons 4 persons 4 persons 2 days	
Bibliotherapy sessions With Children <ul style="list-style-type: none"> • Facilitator Honorarium • Session Kits and materials 	500 200	4 persons 5 groups	
TOTAL			

7. Project Members

Project Leader:

- Md Sidin Ahmad Ishak (MBBY Vice-President)

Members:

- Ahmad Redza Ahmad Khairuddin (MBBY President)
- Norazly Nordin (MBBY EC, Lecturer at Albukhary International University)
- Hafiz Abdul Rahman (MBBY EC, Head of Librarian, Unisel)
- Nur Farhana Abdul Wahid (MBBY Member, Lecturer at UTAR)
- Dr. Latifah Abd Latib (MBBY member, Lecturer at Unisel)

8. Attachments: Photographs of Project Activities

i. One of the compulsory readers for workshop participants



ii. Workshops in session



iii. Workshop speakers during their presentation.



iv: Group work discussion





iv. Activities with Rohingya Refugee Children







IBBY-Yamada Fund

Project reports 2023

IBBY Mongolia

Supporting local libraries

Building a network and increasing the capacity of children's reading promoters in Mongolia



Every child has the right to become a reader



The Mongolian section's report

Supporting local public libraries through their increased partnerships with youth and parents

I. A brief summary of the project

In 2022, in partnership with the Children's Central Library of Mongolia, Mongolian IBBY section conducted a survey among librarians, children and parents on the situation of children's reading.

The survey findings presented the necessity to support public libraries and librarians to strengthen the quality of their children's reading activities and engagement with children as readers.

The survey also found that there are parents and youth who are promoting children's reading. But their initiatives are small and limited in terms of outreach and scale. And those who promote children's reading are not connected for instance with public libraries and have less experience and no practice on how to conduct and facilitate children's reading sessions etc.

So, considering the findings of the survey, it is important to support public libraries and community individuals and groups and build partnerships between them for increased children's reading in their communities and broader society.

Therefore, the project has been focused on selecting and building capacity of individuals and community groups; and supporting their cooperation with public libraries in their communities to scale up and sustain children's reading initiatives.

So, issues we addressed and supported through this project were:

- Encouraged and demonstrated important roles of individuals (youth and parents) for children's reading.
- Supported capacity of the individuals with practical advice and tools for children's reading sessions.
- Developed manuals for children's reading promoters.
- Shared experiences and initiatives of the children's reading promoters in partnership with a local public library with other public libraries in the country.

II. Main activities of the project

The project encouraged individual groups who love reading books to be supporters and promoter for children's reading, and built their capacity and partner with public libraries in their respective communities. Especially targeting right groups for supporting children's reading in broader communities and society. These are for instance parents and youth and connect them with public libraries and other children's reading promoting networks and initiatives.

We partnered with provincial public libraries and coordinated with mainstreaming institutions of children's reading for scaling up and sustained cooperation with the reading promoters and facilitators for children's reading sessions particularly in public libraries and community gathering.

Particularly, to start the project initiative at the community level and decentralize from the capital city, we created a partnership with the public library in Dalanzadgad in Southgobi of Mongolia. And organized

demonstration sessions and supported the capacity of volunteer promoters and facilitators for children's reading sessions in the south province. Then, experiences and learnings from the sessions were shared with public libraries in several other provinces and Ulaanbaatar to scale up and sustain the project initiatives.

Main activities were followings in the sequential package of actions

- a) Selected a public library which has led and initiated demonstration activities to support and work with youth and parents as volunteer promoters & facilitators for children's reading sessions in their communities.
- b) Organized workshops to demonstrate the potential role of youth and parents as volunteer facilitators for children's reading sessions and support their capacity.
- c) Developed a manual about how to facilitate a children's reading session and how to use books for the development of children.
- d) Shared experiences and results of the demonstration sessions and cooperation between the volunteer facilitators and the public library in Dalanzadgad, Southgobi with public libraries in several other provinces and Ulaanbaatar and community institutes that support children's reading for scaling up and sustainability of the demonstration initiatives including the broader use of the manual.

III. Project implementation and results achieved

The project was implemented in 2023 and in January 2024. The implementation was led by the Mongolian IBBY section in close cooperation with the public library in Dalanzadgad, Southgobi and coordinated with other public libraries and children's reading support institutions/projects for scaling up and sustaining activities of the children's reading volunteer promoters and their cooperation with public libraries.

For the implementation, we selected and involved mothers and youth (students) who love reading books and would like to contribute to promoting and supporting children's reading in their communities.

For capacity building workshops, we used local experts/librarians with many years' experiences in working in public libraries and children's reading sections in addition to some international experiences from the IBBY network.

Key outcomes delivered through the project were:

- a) No of promoters involved and trained: 20 youth and mothers with passion and interests to be volunteers in children's reading promoter and facilitator for children's book reading sessions.
- b) No of mainstreaming institutions that have been partnered with and supported for their children's reading activities and sessions: 8 public libraries in provinces and Ulaanbaatar
- c) No of workshops/sessions organized: 3 workshops
- d) Developed the manual on how to support development of children and facilitate children's book reading session through reading books

Sustainability of the project outcomes have been also thought and supported throughout the project implementation by building on the understanding, passions and interests of selected individuals, supporting their capacity and advocating them and partnering them with mainstreaming institutions such as public libraries.

their capacity and advocating them and partnering them with mainstreaming institutions such as public libraries.



Workshop for youth to be volunteer reading promoters among children of primary schools and kindergarten.



Workshop for mothers on children's reading promotion and how to develop children through reading.



Reading sessions for children by youth.

IBBY-Yamada Fund

Project reports 2023

IBBY Nepal

My Environment, a Clean Environment

Raising awareness about the harmful effects of plastic



Every child has the right to become a reader

My Environment: A Clean Environment

(Financially assisted by IBBY, YAMADA Fund-2023)

1. Background

Nepalese Society for Children's Literature (NESCHIL) is an organization established for the promotion of children's literature in Nepal and is a National Section of International Board of Books for Young People (IBBY). This organization has been an active member of IBBY in the past years to till now. This organization has been receiving funds from IBBY (YAMADA Fund) for the multiple years. Last year, its project, My Environment: A Clean Environment got awarded by YAMADA Fund.

All the communities in the world now are aware of the adverse effects on environment due to human's various activities. Plastic has been categorized one of the worst pollutants. To aware children about the adverse effects on environment due to plastic and its management, the concept of this project was initiated.

2. Objective

Following were the objectives set for the project:

- a. Awareness about the harmful effects of plastic on the environment to the school going children
- b. Suggest the children with the methods of plastic waste management

3. Program Implementation

This project was supposed to commence by the beginning of January. AS NESCHIL was in a transitional phase, this project wasn't carried on time. It commenced by the mid of May.

a. Formation of Coordination Committee

NESCHIL formed a 5 members' coordination committee to complete this project. Mr. Krishna Dip Sigdel, Senior Vice-President was chosen as the coordinator and other members were Prof. Dr. Dhruva Kumar Ghimire (former President, NESCHIL), Mrs. Yadevi Dhakal (Vice-President, Koshi province), Mr. Bhanu Bhattarai (Executive committee member) and Miss Binita Buddhacharya (General member). Now this project is somewhere at the middle and is expected to complete by the end of October.

b. Selection of authors

Coordination committee decided to make the selection in a fair way. It asked all the members to submit a story on Environmental aspects and these stories were sent to the selectors (Mr. Tej Prakash Shrestha and Dr. Shailendu Prakash Nepal). Both the selectors have remained in the post of president of NESCHIL for different tenures in the past. We

got multiple stories and on the merit basis selectors recommended 10 authors for the project.

List of authors selected

1. Dheer Kumar Shrestha
2. Lalita Doshi
3. Manju Gyawali
4. Mr. Madhusudan Prasad Ghimire
5. Mrs. Nirmala Baral
6. Ramdev Pandey
7. Sabina Sindhu
8. Sita Subedi Panthi, Dr.
9. Sushila Dhakal
10. Tarabada Shrestha

c. Selection of illustrators

Coordination committee further selected 10 illustrators to illustrate the stories to be produced from the workshop. Here is the list of illustrators selected:

1. Arpita Shaky
2. Bhanu Bhattarai
3. Binita Buddhacharya
4. Himalaya Gautam
5. Palpasa Manandhar
6. Prakash Ranjit
7. Rabindra Manandhar
8. Suman Maharjan
9. Suraj Rai
10. Yubak Shrestha

4. Workshops

These authors and illustrators were invited for a Two Days' Workshop to create stories based on 'Environmental hazards by plastics and its management'. The workshop ran on June 2-3.

Dr. Tirtha Bahadur Shrestha was the environment expert. He facilitated participants with different aspects of environment mainly focusing on plastics, its adverse impact on environment and its management. Prof. Dr. Dhruva Kumar Ghimire facilitated with the implementation of facts into the stories.

During the workshop, authors had discussion with illustrators on different aspects of illustrations to be used in the stories.

All the authors were asked to complete the stories within 15 days, which they did. These collected stories were sent to the editors (Prof. Dr. Kapildev Lamichhane and Mr. Nabaraj Rijal). These stories, after the editing, were sent to the illustrators for final illustrations.

It took around two weeks to complete the illustrations. When the initial illustrations were collected, a day's workshop with illustrator along with authors and editors was organized. Illustrators improvised the illustrations on the basis of the feedbacks they received during the workshop. After receiving the final illustrations, Mr. Himalaya Gautam was assigned as the graphic designer of the book. The graphic designer has 2 weeks to complete the design and layout. After when the draft design was ready, it was sent to the editors again for the final editing. Then it was sent for printing.



The book is finally made as an anthology of stories with the title 'Haisancho'. It means 'Contentment'. It is an illustrated book with colorful illustration and graphics. The stories are in Nepali and the language standard is set to be suitable for the reader of 9 to 12 years of age.

Meanwhile, the 7 Vice-presidents (one from each province) have been asked to select 21 schools (3 in each province) for the competitions. Since we were almost at the time of two major festivals of Nepal (Dashain and Tihar, September/October), it was not possible to carry out competitions. Most of the schools remain closed during these festivals (12 days for Dashain and 5 days for Tihar) throughout the country. There was a period of 15 school days between these two major festivals but the flow of student at this time generally remains very low. And thus the competitions were scheduled to commence from the late mid of November. Some of the school that were chosen has the internal programs scheduled. Therefore there were some delays in some school. Finally to the end of December all the competitions were concluded. However, the printed books were sent to the selected schools (10 books each) many days earlier.



Book title is 'Haisancho'. It literally means 'Contentment'. It is an anthology of stories targeted for children. All the stories are focused on contentment after we manage plastic waste somehow.

4. Competitions

The major part of the project was the competitions. These competitions had two objectives: 1. Encourage children to aware community about the environmental hazards by the plastic waste and its management, 2. Express their ideas about the same issue in the form of essays.

3 schools were selected for the competitions from each of the provinces. The books sent to the schools were distributed among the children and they took time to read as they had to read turn by turn. All the schools were asked to conduct internal competitions (Speech and Essay) and select 10 finalists. Provincial vice-presidents then conducted final competitions in each school.

a. Koshi Province

1. Pancha Secondary School, Diktel (Dec 14, 2023)

The winner of Speech competition were Mast Bhuwan Acharya, Miss Namrata Dahal and Miss Sapana Dhakal and the winners of essay competition were Mast Sujan Rijal, Mast Yojan Acharya and Mast Shyam Acharya.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Ram Bikram Thapa and Mr Naindra Kumar Khatri.

2. Jana Jagriti Secondary School, Diktel (Dec 15, 2023)

The winner of Speech competition were Miss Arati Mahato, Miss Debu Bohora and Mast Bibek Rawat and the winners of essay competition were Mast Rabin Kumar Mahato, Miss Lamukma Rai and Miss Lamukta Rai.

The competitions were conducted simultaneously at the same day. The competition were judged by Ms Sabita Dhakal and Mr Baburam Karki.

3. Saraswati Secondary School, Diktel (Dec 17, 2023)

The winner of Speech competition were Mast Anusheel Rai, Mast Alish Acharya and Miss Drishti Tamang and the winners of essay competition were Mast Birendra Dahal, Miss Manisha Rai and Miss Karuna Budhathoki.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Ram Bikram Thapa and Mr. Kaji Prasad Khatiwada.



b. Madhesh Province

1. Nepal Rashtriya Aadharbhut Secondary School, Katarba, Bara (Nov 15, 2023)

The winner of Speech competition were Mast. Amar Sah, Mast. Naresh Panihar and Mast. Dipesh Sah and the winners of essay competition were Miss. Krisma Adhikari, Mast. Samir Chaudhari and Mast. Surah Sah

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Nabaraj Rijal and Mr. Kamal Bahadur Bista

2. Nepal Rashtriya Mauwadevi Secondary School, Dakaha, Pailitol, (Nov 17, 2023)

The winner of Speech competition were Miss. Aayushma Asthani, Mast. Jenish Upreti and Miss Rushmi Darnali and the winners of essay competition were Miss Hanna Lamichhane Magar, Mast. Binaya Ale and Miss. Kamana Sinjali

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Rajendra Prasad Chaudhari and Mr. Gun Bahadur Tumsing

3. Jana Jagriti Secondary School, Sakhuwaghat, Bara (Nov 19, 2023)

The winner of Speech competition were Mast. Anush Adhikari, Mast Aaditya Sah and Miss Swarup Timilsina and the winners of essay competition were Miss Sanjita Shrestha, Miss. Supriya Thapa Magar and Mast. Sandeha Lopchan.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Nabaraj Rijal and Mr. Kumar Prasad Timalsena.



c. Bagmati Province

1. Creative Academy, Kirtipur (Nov 8, 2023)

The winner of Speech competition were Mast Rishab Thapa, Mast Susan Magar and Miss Ukti Subedi and the winners of essay competition were Mast Shivam Kishor Shah, Miss Lipi Maharjan and Miss Aashtha Singh.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Pramod Pradhan and Ms. Chandika Khadka.

2. Machhapuchchhre School, Kusunti, Lalitpur (Nov 22, 2023)

The winner of Speech competition were Mast Prastab Ghimire, Miss Sain Sayo Gurung and Mast Soham Khanal and the winners of essay competition were Miss Himani Bhandari, Miss Yureka Adhikari and Miss Riya Bajracharya.

The competitions were conducted simultaneously at the same day. The competition were judged by Ms. Sushila Pradhananga and Ms. Sumitra Neupane

3. Tokha Aadharbhut School, Tokha, Kathmandu (Nov 24, 2023)

The winners of Speech competition were Miss. Lalita Kunwar, Mast. Niranjan Mali and Mast Jeevan Jagathala and the winners of essay competition were Mast. Rojen Dangol, Miss Kalpana Khadgi and Mast. Subindra Dangol

The competitions were conducted simultaneously at the same day. The competition were judged by Prof. Kapil Dev Lamichhane and Mr. Pradhymna Sharma



d. Gandaki Province

1. Vidyajyoti Secondary School, Sundar Bajar, Lamjung (Dec 15, 2023)

The winners of Speech competition were Mast Anupam Gauli, Mast Pritesh Neupane and Mast Sumit Basaula and the winners of essay competition were Miss Yunisha Gurung, Mast Binaya Shrestha and Mast Darshan Aryal.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Bijaya Raj Neupane and Mr. Surya Bahadur KC.

2. Jankalyan Secondary School, Beshisahar, Lamjung (Dec 17, 2023)

The winners of Speech competition were Miss Apeksha Adhikari, Miss Swastika Joshi and Miss Anu Shrestha and the winners of essay competition were Mast Aayush Shrestha, Mast Susant Pant and Miss Aakriti Lohani.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Bijaya Raj Neupane and Mr. Badri Nath Khanal.

3. Gyanodya Secondary School, Rainas, Lamjung (Dec 19, 2023)

The winner of Speech competition were Miss Smriti Panthi, Miss Simran Adhikari and Mast Pradip BK and the winners of essay competition were Miss Pratigya Bamjan, Miss Deepisha Pariyar and Mast Deepesh Pariyar.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Bijaya Raj Neupane and Mr. Santosh Raj Adhikari.



e. Lumbini Province

1. Nepal Nalanda Residential School, Prabhat Path, Rupandehi (Nov 15, 2023)

The winners of Speech competition were Miss Pritaka Belbase, Mast Abinash Adhikari and Miss. Anushka Panthi and the winners of essay competition were Mast Binam Paudel, Miss Kritika Bhandari and Miss Riya Khatun.

The competitions were conducted simultaneously at the same day. The competition were judged by Prof. Dr. Kapil Lamichhane and Mr. Yubaraj Adhikari

2. Future Light Residential Secondary School, Basdilawa, Rupandehi (Nov 19, 2023)

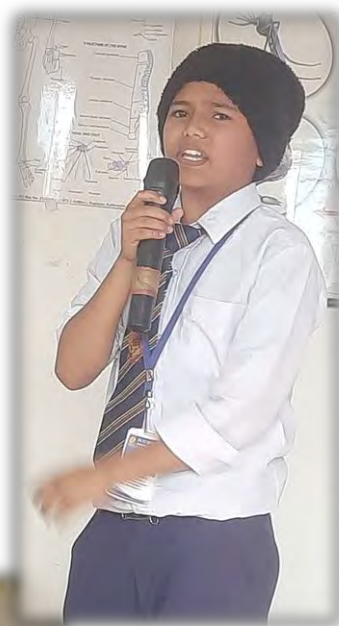
The winners of Speech competition were Mast. Sandeep Yadav, Miss Kusum Kunwar and Mast. Siddhanta Sunar and the winners of essay competition were Miss Sandhya Sunar, Miss Sania Sunar and Miss Angel Sunar.

The competitions were conducted simultaneously at the same day. The competition were judged by Prof. Dr. Kapil Lamichhane and Ms. Shova Chapagain.

3. Kashi Nobel Academy, Janak Path, Rupandehi (Nov 20, 2023)

The winner of Speech competition were Mast Aryan Bhandari, Miss Drishti Paudel and Miss Saini Jha and the winner of essay competition were Miss Karuna Sharma, Miss Smarika Gautam and Mast Nimit Vanshal.

The competitions were conducted simultaneously at the same day. The competition were judged by Prof. Dr. Kapil Lamichhane and Mr. Tej Prasad Pantha.



f. Karnali Province

1. Himjyoti Secondary School, Sarbegad, Humla (Dec 6, 2023)

The winners of Speech competition were Miss Astha Shahi, Mast Hemraj Pal and Miss Nabina Shahi and the winners of essay competition were Mast Navaraj Singh, Mast. Basanta Thapa and Miss Anjila Thapa

The competitions were conducted simultaneously at the same day. The competition were judged by Ms. Dipa Kumari Shahi and Mr. Kabi Datta Dhakal

2. Laligurans Secondary School, Lipte, Humla (Dec 8, 2023)

The winners of Speech competition were Miss Mangali Karki, Miss Sumi Karki and Mast Saral Phadera and the winners of essay competition were Mast Ujjwal Mahatara, Mast Lav Phadera and Mast Saroj Mahatara.

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Prem Bahadur Mahatara and Mr. Dharendra Pradesh

3. Kot Secondary School, Rodikot, Humla (Dec 10, 2023)

The winner of Speech competition were Mast Mangal Karki, Mast Suman Hamal and Mast Mandev Jaisi/Miss Saraswati Shahi and the winner of essay competition were Mast Dinesh Aire, Mast Upendra Jaisi and Miss Pujana Karki

The competitions were conducted simultaneously at the same day. The competition were judged by Mr. Mumlal Acharya and Ms. Nirmala Shahi Malla.



g. Sudur Pashchim Province

1. Krishna Secondary School, Jhalari, Kanchanpur (Dec 27, 2023)

The winners of Speech competition were Miss Sudipti Awasthi, Miss Karuna Bhatta and Mast Niranjana Malla and the winners of essay competition were Mast Niranjana Malla, Mast. Aayush Rana and Miss Elina Singh.

The competitions were conducted simultaneously at the same day. The competition were judged by Dr. Pushkar Raj Bhatta and Ms. Basmati Kumari Rana

2. Bhrikuti Secondary School, Mahendranagar, Kanchanpur (Dec 28, 2023)

The winners of Speech competition were Mast Bibek Joshi, Miss Bhawana Bogati and Mast Robert Mahata and the winners of essay competition were Mast Bibek Joshi, Miss Jenisa Dailekhi and Miss Jyoti Pathak.

The competitions were conducted simultaneously at the same day. The competition were judged by Dr. Pushkar Raj Bhatta and Mr. Hari Prasad Joshi

3. Rashtriya Aadharbhoot Bahubhashik School, Dekhatbhuli, Kanchanpur (Dec 29, 2023)

The winner of Speech competition were Mast Biraj Rana, Miss Laxmi Deuba and Miss Punam Rana and the winner of essay competition were Miss Punam Rana, Miss Sarita Rana and Mast Biraj Rana.

The competitions were conducted simultaneously at the same day. The competition were judged by Dr. Puskhar Raj Bhatta and Mr. Kumbhakarna Rana.



During these competitions, all the contestants received the certificate of participation whereas winners were awarded with merit certificate with prizes. Prizes consisted the books and various education supplies. After the conclusion of each contest in each school, snacks were distributed to all the contestants, judges along with teaching staffs and invited guests.

5. Financial Statement

S. N.	Particulars	Numbers	Rate	Total	Remarks
1	Workshop				
	Breakfast and lunch	75			
	Stationary	25			
	Trasportation	25			
2	Book Development				
	Writers' Remuneration	10			
	Illustrators' Remuneration	10			
	Editors' Remuneration	2			
	Designer's Remuneration	1			
3	Book Publishing and Distribution				
	Book printing	1000			
	Distribution	21			
4	Competitions				
	Field Visit	14			
	Prizes (Essay competition)	63			
	Prizes (Speech Competition)	63			
	Honorarium for judges	42			
	Refreshment	21			
5	Total				

The total expenses for the project was Nrs 1192100 (US\$ 9031 @ Nrs 132 per US\$)

Out of this total expenses, we received US\$ 5000 from YAMADA Fund. NESCHIL managed remaining amount from its internal fund and resources.

6. Outcome of the Project

It was really a great project for the literature development in Nepal. It was even beneficial as the project was based on environmental hazards and waste plastic management. Plastic has emerged as a global nuisance it is to be controlled and managed somehow. The outcome of the project are as follows:

- A beautifully illustrated book (an anthology of stories) available for children.
- 10 writers got the opportunity to have the training on creating stories incorporating serious issues.
- Students of 21 schools enriched themselves with the knowledge regarding environmental issues and hence they can advocate now for the environmental conservation.

- d. From initial contests to the final competition, this book (210 in number, 10 books to each school) traveled to at least 500 households as students took turn to read one by one. It helped to aware people of these households about the adverse effects of plastic waste.

6. Undergoing Process

The project is officially completed, however there are still some works to be done. This book is prepared to aware people through children about the environmental hazards due to plastic waste. The books still in stock are being distributed to different schools and libraries. NESCHIL is planning to continue small scale competitions on the basis of this book with similar other issues related to the environment.

Furthermore, the winning essays from 21 schools (63 in total) have been collected. Editors are editing these essays and hopefully in about 2 months we will be able to publish it in a book form. Though there is no budget allocated for the publishing of anthology of essays, NESCHIL uses internal fund to publish it.

6. Recommendation and Suggestions

It was a big project and so there might be the suggestions from the different sectors for the betterment. We have heartily accepted these suggestions, as these help to organize other projects in the future. Here are some suggestion we have collected so far:

- a. It would have been better and more beneficial if these stories were based on different environmental issues.
- b. Since environmental pollution and hazard because of plastic waste is a serious issue, there had to be a national competition.
- c. The collected essays need to be publish as it might encourage other children to write on the environment issues.

7. Conclusion

It was really a great initiation to indulge writers create stories themed on environmental issues and encourage children talk about it. Competition is the form of activity where children get involved more seriously. These children who have read the book and participated in the contests have now become the 'messengers' to spread the facts about the harmful effects of plastic on environment and human health. It is not the end, in fact, it is the beginning of the endeavor we work environmental conservation.

Reports prepared and submitted by:

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IBBY-Yamada Fund

Project reports 2023

IBBY Lebanon

Library for refugees

Jusoor Refugee Educational Center



Every child has the right to become a reader

Library for Refugees

LBBY Project Report

Jusoor Refugee Educational Center

Library for Refugees LBBY Project

Although the people of Lebanon have been known for their pursuit of education, employment, and progress, there has lately been an ongoing and increasing economic, social and political crisis, which have obviously had an impact on the educational system. The hardship the people were experiencing was made worse by the explosion that took place on the fourth of August when numerous schools were affected. Moreover, it is important to highlight the fact that Lebanon has the world's highest refugee population per capita, and due to the bad situation in Lebanon, they are facing many hardships ranging from social to educational which in their turn add a burden on the government. Thus, LBBY along with UNESCO has assisted in establishing and renovating libraries at public schools in Lebanon. Pursuing this further LBBY collaborated with Jusoor, which regularly accommodates Syrian refugees in one of its facilities in the Nabaa area in hope of helping and educating the targeted audience. The expectations and objectives set for this intervention are categorized into two categories. Firstly, the qualitative result expectations are regarding the skills that the teachers have learned from the training on methods of bibliotherapy and library usage in the classes. Secondly, the quantitative result expectations concentrate on the number of books purchased for the center, the supplies supplied for the library, and the frequency of library use.

Report

Library for Refugees LBBY Project

Although the people of Lebanon have been known for their pursuit of education, employment, and progress, there has lately been an ongoing and increasing economic and social crisis altering the social justice. Families and children have been affected by a number of crises, including the COVID-19 pandemic, which had a profound impact on the world as a whole. These crises ranged from economic collapse to severe depression, political impasse, and growing uncertainty. In consequence, this has obviously had an impact on the educational system as well as their future, knowing that the condition of Lebanon's public schools has always been appalling (Chalhoub, n.d.). Furthermore, it is important to shed the light on the fact that Lebanon has the world's highest refugee population per capita (Shah, 2022), and due to the bad situation in Lebanon, Syrian refugees are facing many hardships ranging from social to educational burdens due to the excess amount of marginalization, alienation, and discrimination which in their turn account for a rise in social diversity. Moreover, the hardship the people were experiencing was made worse by the explosion that took place on the fourth of August, when numerous schools were affected. Thus, LBBY decided to intervene to rebuild what was left of it through intervention plans, programs, and strategies by targeting the libraries in Lebanese public schools and educating Syrian refugee children at Jusoor with high-quality books.

First and most importantly, in order to fulfill the primary objective of IBBY, which is to introduce children to quality books, LBBY is creating and rebuilding libraries in Lebanese public schools in collaboration with UNESCO. By June 2022, eleven public schools had been successfully rebuilt, and they had received library materials. Additionally, Book Aid International, IBBY Canada, and IBBY France gave high-quality books to more than 29 schools. The project

also included phase two which had the goal of organizing training sessions and workshops for the librarians at each of these schools on managing and promoting libraries, as well as providing documentation of books in each school on computers donated by UNESCO.

Second, in keeping with their mission to improve children's relationships with books, LBBY chose to highlight and focus on Syrian refugees in order to highlight those who were unable to enroll in school, receive the proper education, or even have the opportunity to be exposed to a wide range of books because they were unable to register. To achieve that, LBBY made the decision to go on to Jusoor, an international non-governmental organization whose aim is to "Invest in Syria's Children & Youth for a Better Tomorrow." By providing them with the needed social services with dignity, respect, and integrity.

To begin with, who are Jusoor? Briefly stated, a group of Syrian overseas residents founded Jusoor in 2011 with the goal of assisting Syrian children to achieve self-determination and reach their full potential via educational, professional development, and global community participation initiatives (Corporation, n.d.). Since June 2013, the Refugee Education Program in Lebanon has helped hundreds of displaced Syrian children from underdeveloped social classes to pursue their education abroad (Corporation, n.d.). This initiative intends to give Syrian refugee children in Lebanon a solid foundational education as well as a supportive social and psychological environment (Corporation, n.d.). There are currently three "Jusoor" centers located around Lebanon, where Syrian children from underprivileged neighborhoods around the center come each day to acquire the education they have been deprived of.

The center is small and consists of three classes and one activity room which is sometimes also used as a playground. After a visit to one of Jusoor's centers located in Nabaa teachers indicated that they need a library since there are so few books on a shelf in their hallway. Because

of this, the main goal of LBBY's initiative became to give this center the opportunity to acquire a library full of high-quality books on a range of subjects that are not often found or even expensive. This library will be unique and mobile in case the center had to move. Additionally, LBBY will focus on choosing books that include environmental education, emotions, and trauma; leveled readers since these children come from different educational levels. Besides, a particular training program on the use of libraries and bibliotherapy for the center's instructors is also essential in order to teach them the needed competencies and skills such as critical thinking, problem-solving, effective communication, etc. When teachers are certified in bibliotherapy, they will be able to apply specific techniques to support each student in expressing their concerns and fears, which reduces their trauma and teaches them resiliency.

Also, it's important to take a look at the detailed schedule for the project. The center's library had been constructed and installed during the course of the first three weeks. Meanwhile, they were looking for and choosing high-quality books. Once the library was ready and the books were on the shelves, they started organizing and choosing a date that best suits the teachers at the center. The training lasted around five days, and it covered a variety of subjects related to the tactics that may be employed in the library to encourage reading as well as develop fresh ideas that instructors can apply. Thus, the library was delivered in November and in December the training took place. To summarize, this whole process took around two months and fifteen days to complete the project, including getting the books, distributing them, and training the teachers.

Moving forward to responsible partners and human resources that are going to give the needed services, LBBY will collaborate with the UNESCO Regional Bureau for Education in Beirut on this initiative and will provide \$1,000. In order to build a strong library, they will also add Jusoor to their list of schools that will get future donations from BOOK AID book donations and library development. Assabil also gave the team support with the documentation of these

volumes, a non-governmental organization that was founded in 1997 with the goal of establishing and promoting public libraries and open community facilities in Lebanon (Assabil, Culture for All, 2021). International, a nonprofit based in the UK that is known across the world for 5 bookshelves 30x90x10, 3 bookshelves 30x120x190, 20 puff floor seats, and around 564 quality books in Arabic will be donated to the center. In addition to that, use of the library and bibliotherapy training will take place followed by supervision. The total can be summed up as \$6,000. Thus, sources of funding can be categorized under the titles of UNESCO, Yamada Fund, BOOK AID International, and Assabil. Furthermore, Rola Dandachli, a very talented interior designer, will be in charge of putting the needs Jusoor asked for into shape with a team that will deliver and set the library at the center.

Why would international organizations choose to empower children through books? Well, there are many benefits of reading books that result in scholastic success as well as personal fulfillment. Since both sorts of values are beneficial to the child and legitimate components of their future or present education, it is intellectually coherent to divide them into personal and academic values. To begin with, on the personal level, there is enjoyment which is the most crucial personal benefit that children can gain from a good book. Positive early experiences can open doors for lifelong appreciation and enjoyment of reading. Secondly, children develop their capacity for diverse thought through developing new perspectives on the world around them and by exploring lifestyles that are different from their own. Children expand their imaginations, learn to tolerate diverse viewpoints, and create personal goals through the indirect experience of joining a world that is different from the one they live in. Thirdly, good books offer both information and wisdom. Some books provide factual knowledge, whereas others offer insights into life. Fourthly, through literature, children can learn to appreciate the consistency of human needs throughout history, which enables them to understand the degree to which all people are alike. Children often benefit

from putting themselves in another person's shoes to develop a sense of social justice and a strong aptitude for empathy. Fifthly, characters in stories are put in situations where they must choose between right and wrong. Children naturally reflect on their own behavior in a similar circumstance where they can develop their own ideas of good and wrong by often experiencing these kinds of stories. Finally, students who regularly read from a wide range of books quickly form their own unique preferences for book genres and choose their favorite authors and illustrators. Self-selected reading materials that reflect personal preferences and interests are powerful reading motivators. Moving forward to the academic level, it is well known that reading ability like other skills improves with practice. Regular involvement with excellent and appropriate literature can foster further language development and can help children value reading. Moreover, children are exposed to a broad vocabulary and strong writing skills through listening to and reading excellent literature, which provides them with good models for their own speaking and writing styles. The acquisition of a larger vocabulary through reading offers students better word choices for their own stories. Also, reading teaches art appreciation for its ability to help tell the story and for its value as art. Thus, having highlighted the important effects of reading on children, it is important to note the fact that the above criteria can be fully guaranteed when children have access to quality and award-winning books.

Third, the expectations that LBBY set as a marker for the termination process result of their intervention plans and programs can be classified into 2 categories known as qualitative and quantitative results. Firstly, the qualitative result expectations are regarding the skills that the teachers have learned from the training on methods of bibliotherapy and library usage in the classes. Bibliotherapy may be used to identify experiences that all children have encountered, even if a teacher thinks a student does not have a major emotional issue. The students' participation in activities both before and after their instructors' attendance at the workshops will be used to

evaluate the quality of the results. Drawing activities are one of the possible activities. In order to assess how far this training has advanced the teachers' abilities, surveys will also be given to each teacher once they have completed the training on the various and inventive teaching tactics they use with books. Secondly, the quantitative results will concentrate on the number of books purchased for the center, the supplies supplied for the library, and the frequency of library use. Long term, they have anticipated that this project will equip this center with skilled, motivated teachers as well as a suitable library full of high-caliber materials. In addition, the instructors will be able to work with the children using certain bibliotherapy techniques.

Moving forward to the part where children's and teachers' voices could be heard, Mark Farhat conducted a small visit to Jusoor's center in Nabaa where he had a very beautiful and meaningful interaction with the children and one of the teachers named Nastia Semaan. It is crucial to shed the light on the fact that there was a positive, and effective mutual interaction between both parties. The very first thing that Mark did was to begin his activity with an icebreaker to make the children feel more comfortable and safe with him after all assuring safety is a very important criterion when it comes to working with people. On short notice, all children were happy, energetic, and excited to move on to the second activity. The second activity which consisted of interviewing children face-to-face certainly didn't fail to show how much this project was effective and efficient. Firstly, the children began showing different types of books that they read in class independently or with the aid of the teacher afterwards, they began highlighting the things that they most liked about these books. For example, a child decided to talk about a book whose main topic was about the different types of fruits. The child wanted to concentrate on and talk about the fact that people are like fruits. Although everyone thinks that each fruit is different from the other, they cannot argue with the fact that in the end all of them belong to the diverse big family of fruits. So are human beings, due to egocentrism, inferiority, and racism people tend to think that they are

different and better from other human beings however, at the end of the day all of us are the same by being human beings. It's really amazing and fascinating to see a child being able to come to such a conclusion by using abstract and universal ideas. This little incident clearly illustrates a case where teachers were able to meet various personal and academic gains of the child. Moreover, by doing further analysis, this case reflects the state where the child is voicing for acceptance, validation, and interdependence. Acceptance and validation by family members, friends, and the bigger society. It is well known that Syrian refugees face many difficulties all around the world when it comes to feeling accepted and validated by the people around them from different races, ethnicity, and culture. Furthermore, the interpretation of the story by the child shows the presence of interdependence that is feeling that they can rely on each other for help and support since all of them come from the same ethnic and racial background. However, this is not enough since people need to come to the realization that they're not the only ones in society thus, acceptance of social diversity must be implemented. Another example is the case of the girl who chose to talk about a book that clarified and talked about the different driving signs. She seemed really excited and proud to talk about all the signs she learned from this informational book. In addition, she stated that before coming into contact with this book she didn't even notice that there were signs on the streets of the neighborhood in which she lived. These two books provide factual knowledge and offer insights into life. After the interview, Mark gathered all the children and sat with the company of Nastia where all of them shared laughter and words of appreciation as a sign of happiness, comfort, and joy. This obviously indicates that the qualitative and quantitative objectives of the organization have been met by having a suitable library with quality books from different topics, themes, genres, authors, illustrators, reading levels; and competent professional teachers.

To sum up, a persistent and worsening economic and social crisis has recently been present. These crises included everything from an economic meltdown to a deep depression, a deadlock in politics, COVID-19 pandemic, and rising ambiguity. The economic and social crises have undoubtedly had an effect on the educational system. Thus, LBBY along with UNESCO has assisted in establishing and renovating libraries at public schools in Lebanon. Pursuing this further LBBY collaborated with Jusoor, which regularly accommodates Syrian refugees in one of its facilities in the Nabaa area in hope of helping and educating the targeted audience by several means and processes in a very sustainable and effective way.



And on the 20th of January there was a workshop session instructed by Fatima Kammoun for the teachers on how to use and take care of the library as well as how to increase the interest of children in reading and learning. This workshop was about 3 hours long.

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IBBY-Yamada Fund

Project reports 2023

IBBY Zimbabwe

Enhancing children's reading rights through drama

Recording of radio dramas



Every child has the right to become a reader

INTERNATIONAL BOARD ON BOOKS FOR YOUNG PEOPLE

iBbY
(Zimbabwe section)

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IBBY International Board on Books For Young People

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5 August 2023

Attention: Carolina Ballester

Dear Carolina,

Yamanda Fund Project 2023: Radio Dramas

We herewith attach the final expenditure budget covering the expenses from the grant. Some other expenses were covered from our own sources. We also attach a soft copy of the five radio dramas which were done for the children under the Yamanda Fund 2023 Project. We will forward two hard copies on flush discs under separate cover by DHL as backup.

We are pleased to report that the Project was completed successfully. The dramas were distributed to the National broadcaster, the Zimbabwe Broadcasting Corporation (ZBC) and nine Community radio stations. We could not listen to all the broadcasts because the stations did not indicate in advance when the dramas were to be played. Feedback from the presenters and the teachers indicate that the dramas were well received and the children were very excited. The dramas were aired during the education and story telling slots for learners. Some presenters urged us to produce video dramas especially for the ECD (*Early Child Development*) learners as these would engage both the visual and audio aspects of the young learners. Our view at this stage is that audios have a wider reach in both urban and rural settings.



The distribution exercise is ongoing. We are giving soft hard copies of the dramas to the beneficiary schools we visit for the Evaluation exercise on books donated by Book Aid International. The love for books and reading is taking root in a very satisfying manner particularly in deprived areas which normally do not have access to such facilities.

The ubiquitous availability of laptops among teachers and parents is adding value to our work. The preliminary impact and success of the project partly inspired the proposal for 2024, to encourage writing and creativity.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Greenfield K. Chilongo', with a stylized flourish at the end.

Greenfield K. Chilongo
Program Manager
IBBY Zimbabwe National Section
Harare, Zimbabwe

Link to recordings:

01 Introduction

02 Closing Billboard

03 Baboon, Hyena & Rabbit

04 Bloodwood Tree

05 Brother Close That Hole

06 Giraffe and His Friends

07 Gunguo and The Dog

