

IBBY-Yamada Fund

Project reports 2025

IBBY Chile

Lectorando: Reading Creation



Every child has the right to become a reader



LECTURANDO

Leer • Creando

IBBY - Yamada Fund | 2025



FINAL REPORT | FEBRUARY 2026



Category: Introductory workshops on editing, publishing, writing, and illustration; school-based book usage; and library creation.

General Objective

To foster reading habits and the development of literary and expressive skills in children from rural or isolated schools in the **Valparaíso and Los Lagos regions** of Chile. This is achieved through a reading mediation program that promotes access to books of high literary and aesthetic quality, actively involving mediators throughout the process.

Specific Objectives

- **Create Literary Spaces:** Establish creative environments centered on books and reading, highlighting the essential role of both **schools and households** in these processes.
- **Encourage Creativity:** Stimulate the imagination of children through Chilean children's literature and experimentation with **expressive languages**.
- **Strengthen the Book Ecosystem:** Develop a "virtuous circle" by sharing national works in areas currently marginalized by access gaps, ensuring these titles become part of local **bibliographic collections**.
- **Professional Capacity Building:** Train teachers and mediators in strategic reading mediation and expressive language methodologies.
- **Ensure Sustainability:** Establish a sustainable management methodology to ensure the program's continuity and long-term consolidation.
- **Target Underserved Communities:** Provide direct support to schools marginalized by geographical isolation, social vulnerability, or other systemic factors.
- **Institutional Networking:** Link **IBBY Chile** with institutions sharing similar missions to position it as a national benchmark with a scalable and replicable project model.
- **Environmental Responsibility:** Contribute to environmental sustainability by utilizing book copies already provided by partner publishers.
- **Global Alignment:** Fulfill the mission of **IBBY International** by providing children and youth in all countries with opportunities to access books of high literary, artistic, and referential quality.



A) Project Purpose, Target Groups, and Context

The "Lectorando: Leer Creando" project is a reading mediation program designed for children in rural or isolated schools across various regions of Chile. This program aims to create spaces for reflection and exchange centered on books that have won the Colibrí Medal and titles from partner publishers. Additionally, it integrates expressive languages (art, play, and movement) to facilitate the literary and aesthetic exploration of these readings. To implement the project, we rely on the support of professionals in the field of literacy promotion and reading mediation who are also members of IBBY Chile. These professionals work and are well-recognized within the educational contexts of their respective communities. This territorial approach has allowed us to extend our institution's impact beyond the nation's capital and gain a deeper understanding of the specific needs of readers in each context.

B) Target Groups and Reach

The program involved children aged 10 to 12 from an alternative (escuela libre) school in the municipality of Limache (Valparaíso Region) and a rural, isolated school in the municipality of Puerto Octay (Los Lagos Region), Chile. Furthermore, the project successfully brought together teachers and school librarians from each territory, as well as the parents of the participating children, who attended training sessions and program activities.

In fulfillment of the proposed objectives, three sessions were conducted in each region, combining book clubs, artistic expression, and creative writing. These activities were based on three books by illustrator Loreto Salinas and three books by author-illustrator Fabián Rivas. Additionally, two encounters were held in each territory with the authors of the selected books, both of whom are Colibrí Medal winners. A dedicated training session was also held in the Los Lagos Region.

C) Implementation, Start of Activities, and Methodology

1) MEETING WITH CHILDREN AT KIMUN COMMUNITY SCHOOL

Location: Iris Library / Lumbre Foundation

Municipality: Limache

Region: Valparaíso

SESSION 1 "WATER AND LAND: AMPHIBIANS AND REPTILES OF AMERICA"

Written by Marty Crump and Andy Charrier

Illustrated by Loreto Salinas

(Amanuta Publishing, 2023)

Winner: Children's Non-Fiction Category – 2023 Colibrí Medal

ACTIVITY DATE: May 12, 2025.

TIME: 10:00 AM – 11:30 AM.

The objectives of the first session were:

To familiarize participants with the book's content through shared reading of selected pages. To observe the surprising shapes, colors, and characteristics of this class of animals. To engage in open dialogue regarding the shared material. To stimulate imagination and teamwork through a playful drawing and literary creation activity.





SESSION 2 "REINO FUNGI" (Fungi Kingdom) Written by: Octavia Mosciatti
| Illustrated by: Loreto Salinas (Amanuta Publishing, 2024) Honorable
Mention: Youth Non-Fiction Category – 2025 Colibrí Medal

ACTIVITY DATE: May 19, 2025

TIME: 10:00 AM – 11:30 AM

The objectives of the second session were:

- * To familiarize participants with the book's content through shared reading of selected pages.

To stimulate imagination rooted in scientific knowledge.

To explore the narrative possibilities of the fanzine format.

To foster creative autonomy through visual and verbal support resources.

To approach the universe of fungi as a source of artistic inspiration.

SESSION 3 "JARDÍN DE CHILE" (Chile's Garden) Written by: Carolina Moya
| Illustrated by: Loreto Salinas (Hueders Publishing, 2017)

Winner: Children's Non-Fiction Category – 2017 Colibrí Medal

ACTIVITY DATE: May 26, 2025

TIME: 10:00 AM – 11:30 AM

The objectives of the third session were:

- * To understand the structure of an informative book (non-fiction).

To promote observation and reflection on local biodiversity and its interrelations.

To stimulate artistic and literary creation based on scientific data.

To encourage collective work through the construction of a group piece.

To delve into the ecological relationships between plant species and other living beings.

To generate opportunities for dialogue and preparation for the upcoming meeting with the illustrator.

SESSION 4 ENCOUNTER WITH THE ILLUSTRATOR, LORETO SALINAS *

ACTIVITY DATE: June 9, 2025

TIME: 10:00 AM – 11:30 AM

The objectives of the encounter were:

- * To learn about the creative process of a professional illustrator through direct dialogue.

To observe original illustrations to understand techniques, materials, and visual decision-making.

To experience drawing from a sensory and playful perspective to reduce the intimidation of the "blank page."

To explore mixed media (tempera and pencils) using reference images.

To strengthen the link between reading, illustration, and artistic creation.

To value the journey of the process through an exhibition of the completed works.



1) ENCOUNTER WITH CHILDREN AT LAS CASCADAS RURAL SCHOOL

Municipality: Puerto Octay | Region: Los Lagos

SESSION 1 “MI EXTRAÑO VECINO (UN LIBRO DE SUPERVIVENCIA)”

(My Strange Neighbor: A Survival Book) Written and illustrated by:

Fabián Rivas Publisher: Loqueleo – Santillana Chile

Winner: Picture Book Category – 2019 Colibrí Medal

ACTIVITY DATE: May 14, 2025

The objectives of the first session were:

To foster the creativity and imagination of children.

To promote recycling through the use of discarded elements (found objects).

To leverage their cultural, natural, and artistic heritage according to their specific context.



SESSION 2 “MENSAJES” (MESSAGES) Written and illustrated by:

Fabián Rivas Publisher: Escrito con Tiza, 2023

ACTIVITY DATE: May 28, 2025

The objectives of the second session were:

To foster memory, writing, and drawing.

To transition from an individual memory exercise to a collective memory exercise.

To promote literary conversation.

SESSION 3 “MARTINA ACKELS Y EL CETRO DE ORSELOK” Written and

illustrated by: Fabián Rivas Publisher: Urano Ediciones, 2025

ACTIVITY DATE: June 13, 2025

The objectives of the third session were:

To foster the creativity and imagination of children.

To promote art and drawing as forms of artistic expression.



SESSION 4 ENCOUNTER WITH FABIÁN RIVAS

* ACTIVITY DATE: June 13, 2025

The objectives of the fourth session were:

To facilitate a participatory encounter between students and the author.

To promote literacy engagement (fomento lector) and creativity.



SESSION 5: LOS LAGOS REGION LOCAL MEDIATOR TRAINING: In-person encounter with mediators and caregivers of the participating children.

ACTIVITY DATE: August 25, 2025.

AUDIENCE: Parents/guardians, workshop students, and teaching staff.

The session was structured into two components:

Expository Component: A presentation of the workshop's development, its core objectives, the institutional role of IBBY Chile, and the achieved results.

Formative Component: A training focused on youth and literacy promotion, addressing the specific difficulties and strategic approaches for engaging adolescents with reading.

The objectives of the training session were:

To facilitate a meaningful encounter with the local community.

To promote reading engagement and foster dialogue regarding the challenges and strategies for literacy promotion during adolescence.

SESSION 5: VALPARAÍSO REGION LOCAL MEDIATOR TRAINING: In-person encounter with mediators and caregivers of the participating children.

Context and Adaptation:

Session 5 was originally designed as a virtual encounter via Zoom for teachers and parents. The goal was to generate a space for dialogue centered on their own childhood reading memories and to reflect on reading mediation within the family and school environments. The plan included a practical activity adapted from the student workshops.

Organizational Dynamics:

However, due to the organizational dynamics of the Kimun Community School—which is actively involved in multiple community initiatives—the virtual meeting could not be held as planned. The school leadership was focused on the institutional strengthening process required to become an official "Community Culture Point" (Punto de Cultura Comunitaria), resulting in a shifting agenda and the prioritization of internal management.

Alternative Implementation:

Despite this, an alternative, informal in-person encounter was facilitated at the school. The mediator shared an afternoon with the teachers and parents present. In this space, they discussed the process of the Lectorando project, the children's experiences, and the critical importance of sustaining reading and creative spaces within the territory.

Observed Impact:

This instance proved highly valuable, particularly when observing how the students, upon reconnecting with the mediator, spontaneously commented on their experiences during the sessions and asked when the program might return.



E) PROJECT PRESENTATION & EXECUTION In accordance with the project's dissemination and implementation plan, the following actions were successfully completed:

1. Preparation, Organization, and Implementation A high-level multidisciplinary working team was established, comprising:

Project Coordinators: Luz Yennifer Reyes and Amparo Arias Villalobos (Associate Members of IBBY Chile). **Regional Reading Mediators:** * **Karima Maluk:** Founding partner of *Una casa de cartón* (publishing house and bookstore) and director of *Libreleo* (Illustrated Literature Festival, Limache). **Andrea Brunet:** Director of the Los Lagos Regional Library and Coordinator of the IBBY Chile Reading Committee. **Featured Authors:** * **Loreto Salinas:** Illustrator and President of the Association of Illustrators of Chile (ADIP). **Fabián Rivas:** Author and illustrator.

2. Visual Identity and Branding Development of a cohesive graphic and brand identity to ensure project recognition **and institutional alignment.**

3. Digital Presence Creation of a dedicated landing page on the official IBBY Chile website: <https://www.ibbychile.cl/lecturando/>

4. Social Media Strategy Strategic use of digital platforms for outreach, storytelling, and community engagement.

5. Promotional and Educational Materials Production of specialized materials to support the reading experience: **"Crea" Bags:** Custom-designed tote bags. **Project Notebooks:** For creative writing and sketching. **Stickers:** Featuring project iconography.

6. Program Execution: Regional Workshops: Completion of three specialized sessions in each targeted region. **Author Encounters:** Two high-impact meetings with award-winning authors per region.

Session 5 (Local Training): Execution of virtual or in-person training sessions for local mediators, teachers, and caregivers in both regions.

Impact Documentation: Collection of testimonials and qualitative evidence from participants.



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PROYECTO

Lectorando

IBBY Chile, y en concordancia con el lema del programa Yamada, sobre el derecho de cada niño y niña a convertirse en lector y lectora y ser fieles a la misión de "facilitar a los niños y jóvenes de todos los países oportunidades para acceder a libros de calidad literaria y artística", se espera brindar a la comunidad infantil la infinita imaginación que otorga la lectura, por medio de estrategias de mediación que fomenten la escucha activa, la creación literaria y el desarrollo de lenguaje expresivos.





LECTURANDO

Leer Creando

Programa de mediación de la lectura que promueve el acceso a libros de calidad literaria y estética, que fomenta el hábito de la lectura y el desarrollo de habilidades literarias y expresivas en niños y niñas de comunidades rurales o aisladas de las regiones de Valparaíso y Los Lagos, en Chile, que vincula a mediadoras y mediadores en el proceso.



Sobre Lecturando



Objetivo

Este programa busca generar espacios de reflexión e intercambio en torno a la lectura de libros ganadores de la medalla colibrí de autores integrales que vinculen los lenguajes expresivos (arte, juego y movimiento) para la exploración literaria y estética de sus lecturas.



Comunidad

Además de los encuentros con los niños y niñas con el autor/a, se invita a la comunidad padres de familia y docentes de tal manera que se puedan crear comunidades de mediadores para que el proyecto tenga continuidad desde el hogar y el proyecto educativo institucional de cada escuela.

Socias y socios que participan

Para desarrollar el proyecto contamos con el apoyo de profesionales del campo del fomento lector y la mediación de la lectura que además son socios y socias de IBBY Chile, que laboran y son reconocidos en los contextos educativos de su comunidad. Este acercamiento al territorio, nos ha permitido además de extender el impacto de nuestra institución más allá de la capital del país y conocer las necesidades de las lectoras y los lectores en cada contexto.



Luz Yennifer Reyes

Coordinadora del proyecto

Socia Colaboradora de IBBY Chile



Amparo Arias Villalobos

Coordinadora del proyecto

Socia Colaboradora de IBBY Chile



Karima Maluk

Mediadora de la lectura. Limache. Región de Valparaíso.

Socia fundadora de Una casa de cartón editorial y librería de Limache; y de Libreleo, Festival de Literatura Ilustrada de Limache.



Loreto Salinas

Ilustradora invitada Limache. Región de Valparaíso.

Ilustradora y presidenta de la asociación de ilustradores de Chile (ADIP)



Andrea Brunet

Mediadora de la lectura. Puerto Octay. Región de Los Lagos.

Directora de la Biblioteca Regional de Los Lagos. Coordinadora Comité Lector IBBY Chile

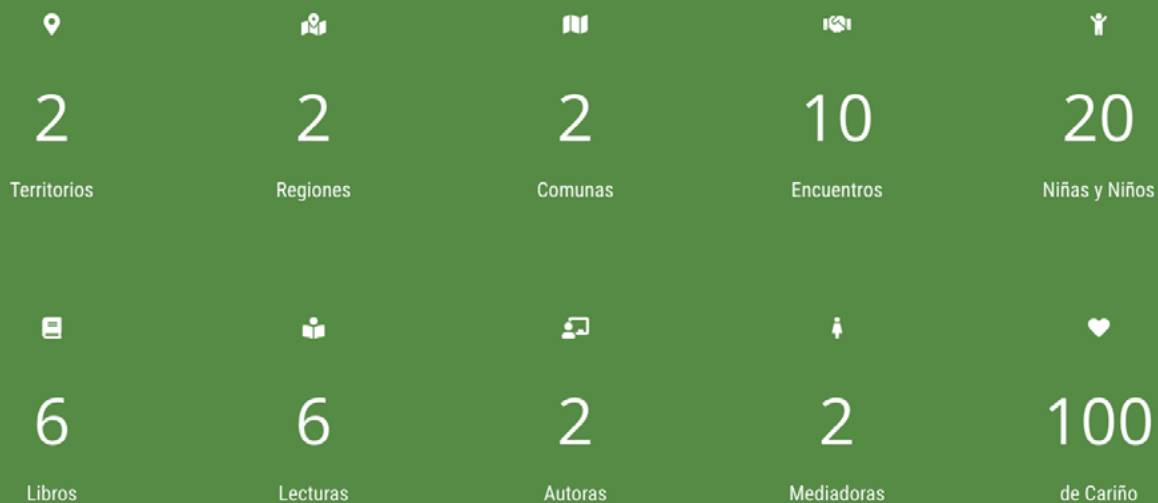


Fabián Rivas

Autor Integral invitado Puerto Octay. Región de Los Lagos.

Diseñador, ilustrador y autor.

Cifras



Participantes

Escuela Kimun Biblioteca Iris /
Fundación Lumbre

Región de Valparaíso. Comuna: Limache

Escuela Rural Las Cascadas

Región X de Los Lagos. Comuna: Puerto Octay



Los Lagos



1 2 3 4 Next



Valparaíso



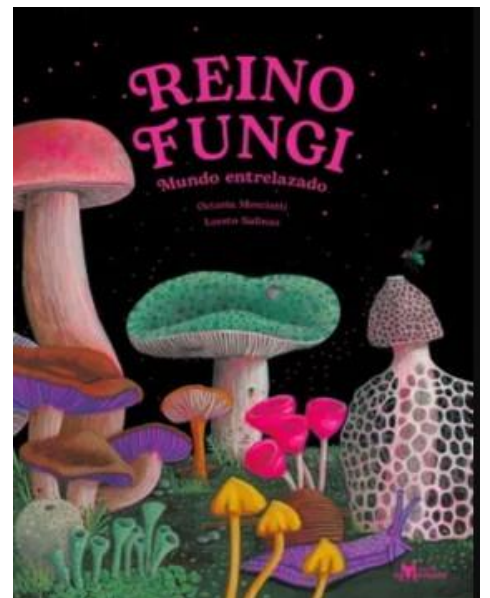
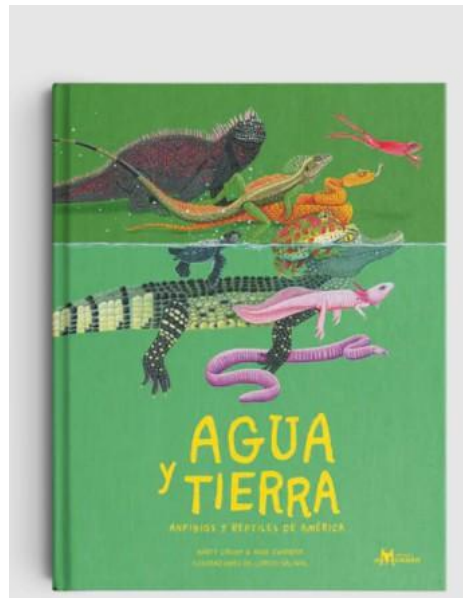
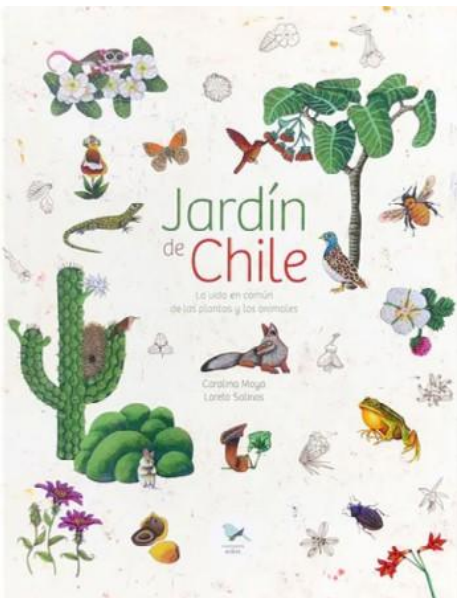
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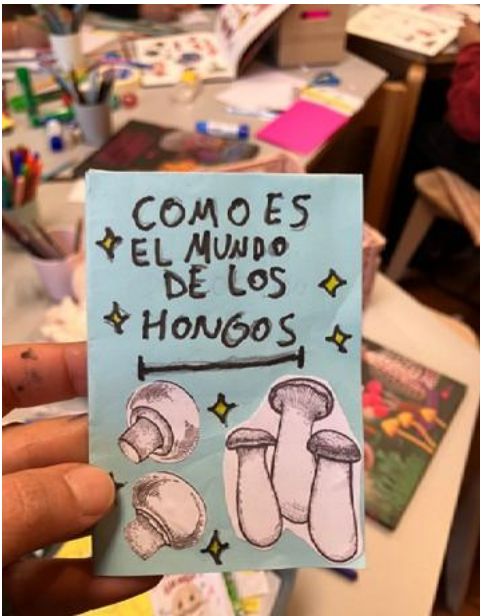
iBBY INTERNATIONAL
BOARD ON
BOOKS FOR
YOUNG PEOPLE



Among the qualitative results and projected change indicators, the following was achieved:

> Increased access to bibliographic collections





> Development of literary and expressive competencies through the exploration of language, art, play, and movement.





> Strengthening of community bonds and local cultural identity.





QUANTITATIVE CHANGE INDICATORS

The project’s proposed change indicators were evaluated, yielding the following figures:

Strategic Coverage:

2 Regions- 2 Territories- 2 Municipalities (Comunas)- 2 Communities

Human Capital & Stakeholders:

2 Authors (award-winning) 2 Reading mediators -20 Participating children-20 Families

On-Site Engagement:

1 Author-illustrator on-site (in the field) -1 Illustrator on-site (in the field)
- 10 Sessions/Encounters

Pedagogical & Creative Reach:

6 Books read - 6 Shared reading sessions -6 Spaces for dialogue and reflection - 6 Spaces for the literary and aesthetic exploration of proposed readings - 8 Artistic activities combining expressive languages (art, play, and movement)



G) QUANTITATIVE RESULTS

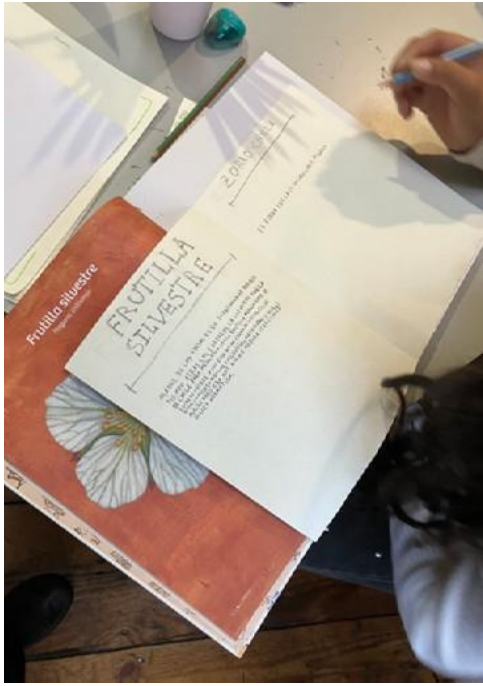
To measure the projected actions, various impact assessment tools were applied, including monitoring, session logs, and interviews to obtain feedback on the shared sessions and observed progress.

Bibliographic Acquisition and Distribution:

The project successfully tracked the number of books acquired and delivered to schools, the increase in access to bibliographic collections, and the expansion of reading mediation coverage. 10 children and their households in remote communities gained access to books of high aesthetic and literary quality, as well as creative activities:

6 books of high aesthetic and literary quality, 4 of which are Colibrí Medal winners. Furthermore, the program achieved active participation and commitment from teachers and caregivers in promoting reading and improving literacy skills





...reading among the children who participated in the fifth training session in the Los Lagos Region: > 10 caregivers and 10 children.

Furthermore, the report accounts for the volume of reading mediation activities conducted (See Appendix) and measures the participation of teachers, mediators, and caregivers in the training session provided. This instance sought to foster community engagement, promote literacy, and encourage dialogue regarding the challenges and strategies for reading promotion during adolescence, centered around the key inquiry: What do young people read? (See Appendix).

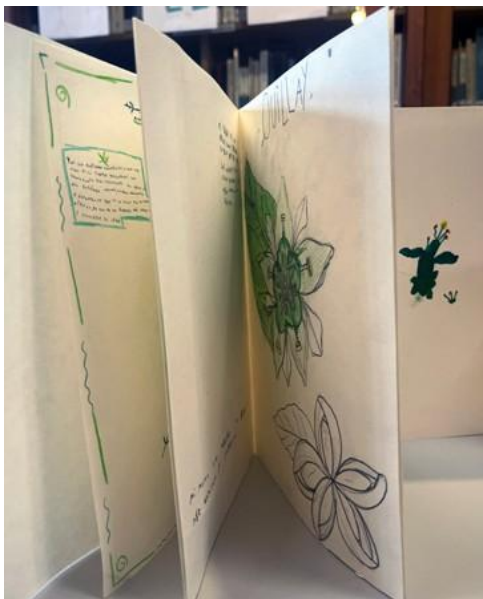
G) Challenges and Strategic Adjustments

The Lecturando: Leer Creando project by IBBY Chile underwent several operational adjustments during its execution. The coordination team made critical decisions, such as modifying the projected scope in the two selected regions (Los Lagos and Valparaíso). While the original proposal aimed to benefit five rural or isolated schools per region, the scope was narrowed to one school per region. The project's human resource structure was also refined, resulting in a team consisting of: two general coordinators, one mediator/trainer per region, one graphic designer, and one author/illustrator per region.



The program originally planned for 12 encounters, which were reduced to a total of 10 sessions (5 per territory). Additionally, the official project launches in the beneficiary communities were cancelled in both regions. Another significant adjustment was the suspension of the incentive program, which was designed to encourage active participation through a "Reading Seeds" (Semillas Lectoras) recognition system—using actual plant seeds to track reading progress and creative engagement.

These modifications were driven strictly by budgetary constraints. The budget had to be reallocated to prioritize the core workshop encounters in each region, largely due to the significant increase in the cost of living in Chile from one year to the next.



Regarding institutional alliances, media outreach remains an area for further development. Conversations with local media in each territory are still pending; however, IBBY Chile's incoming board is expected to resume these dialogues to secure future press coverage for the project.

Finally, the fifth training session, which aimed to gather the beneficiary community (teachers and caregivers) from the Kimun Community School in the Valparaíso region, could not be carried out. This component was successfully implemented only in the Los Lagos Region.

H) Sustainability and Project Continuity

One of the primary challenges was ensuring the long-term sustainability of the Lecturando: Leer Creando project post-execution. Strategies were developed to safeguard the continuity of the project's objectives and activities beyond its initial cycle.



H) PROJECT SUSTAINABILITY & CONTINUITY (CONTINUED)

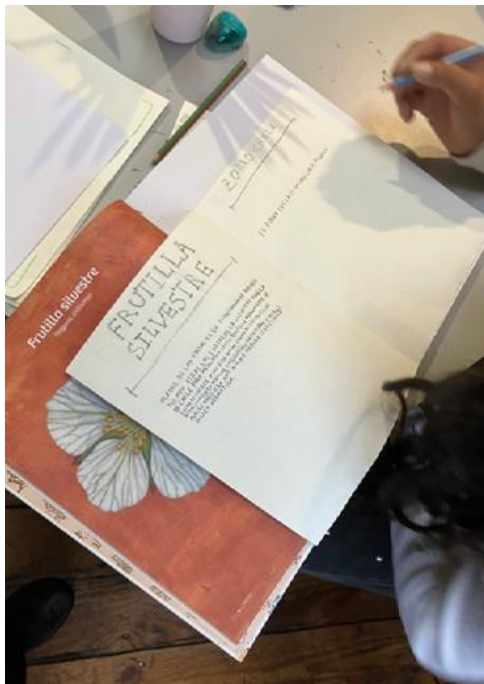
One of the primary strategies for ensuring long-term impact was **strengthening local capacities** during the implementation phase. This involved providing literacy promotion and literary mediation tools to teachers, parents, and the participating children themselves. A second key strategy was **fostering collaborative networks** to establish alliances with educational institutions, libraries, cultural organizations, and other relevant stakeholders within the territory. This collaborative approach allowed **IBBY Chile** to connect with organizations sharing similar missions, positioning the institution as a national benchmark with a **replicable model**. These alliances facilitate knowledge sharing and ensure the future circulation of books and mediation activities.

Case Study: Comics Reading Club (Liceo Valle de Lluta)

A concrete example of this scalability was the implementation of the **Comics Reading Club** at *Liceo Valle de Lluta* (San Bernardo, Metropolitan Region). This initiative was made possible through funding from the **University Outreach** (*Vinculación con el Medio*) department of **Gabriela Mistral University (UGM)** and **Fundación Olivo** via its *Barrio Próximo* program. Using the "**Lectorando: Leer Creando**" model as a framework, the Literature Coordinator at UGM, Paloma Domínguez Jeria, submitted the project proposal to UGM and Fundación Olivo for execution during the final quarter of 2025. The proposal was successfully funded, with IBBY Chile providing technical support through the donation of comic books.

Implementation Details (August – December 2025):

Target Group: 12 vacancies were opened for students from 5th to 8th grade. **Methodology:** The program consisted of monthly reading club sessions and specialized workshops. It began with an introductory session on "how to read comics" (visual literacy). **Curriculum & Mediation:** Each month, students received books by renowned illustrators: **Cecilia Toro** (*Calfucoy: con la tierra en los pies*), **Pedro Prado** (*Santa María 1907: La conjura contra la rebelión II*), and fanzines by **Sofía Garabito**. **Mediation Capsules:** Each reading was supported by a **mediation capsule** addressing the "before and during" phases of the reading process, followed by a direct encounter and dialogue between the illustrators and the students. **Closing Ceremony:** The cycle concluded in December with a presentation of the students' fanzines and reading experiences. The event was attended by teachers, families, and institutional leaders, including the Vice President of IBBY Chile, **Gabriela Germain**, along with **Paloma Domínguez Jeria** (UGM) and **Estefanía Muñoz Jeria** (Fundación Olivo).





Visibility: Comics Reading Club

<https://www.instagram.com/p/DSvb-sRiXdW/?igsh=MTkwdmJpZDEzc-3QyNQ==>

https://www.instagram.com/p/DR2Lys_gCnS/?igsh=b2dreWVmand2eDN4

<https://www.instagram.com/p/DRkL-37gEKE/?igsh=MWFwcjJ5TY5NG-theg==>

<https://www.instagram.com/p/DQXqFJgAGyq/?igsh=NDdiYjdxdk5Z2d1>

<https://www.instagram.com/p/DPSC5pTgEmc/?igsh=MWY4Nz-Vka293MzZuMQ==>

<https://www.instagram.com/p/DOO2LKMgA0r/?igsh=MTgxZWF4dDg5M-GRmdg==>



Emotivo cierre del Club de Lectura de Cómics del Liceo Valle de Lluta, contamos con la presencia de apoderadas de niños y niñas que participaron y que pudieron mostrar su trabajo

Regrettably, a formalized sustainable management methodology for the project's continuity and consolidation has not yet been established, nor has additional funding been secured at this stage. Nevertheless, the program's successful implementation has created a clear strategic roadmap, allowing for a strong and viable projection in future grant applications.



Digital Evidence & Verification Sources

Direct Access to Project Documentation & Multimedia Evidence

The following folders contain the primary verification sources for the 'Lectorando: Leer Creando' project. In these directories, you will find high-resolution photographs of the sessions, digital attendance logs, creative outputs from the participants (including fanzines and drawings), and audiovisual recordings that document the impact of our reading mediation and expressive language methodologies in the territories of Valparaíso and Los Lagos.

Valparaíso:

Session 1:

https://drive.google.com/drive/folders/1xG9yktMx4BJLuw1yxvs482hrl41TRocB?usp=drive_link

Session 2: https://drive.google.com/drive/folders/1xhOsKQOm2T3pULAG4hkaxvU6a9xtvZxA?usp=drive_link

Session 3:

https://drive.google.com/drive/folders/1oLB_CG7yzLBV1OQQVEWEFvluvZI3vngV?usp=drive_link

Session 4: https://drive.google.com/drive/folders/1nOzGO0SA1xZzv9UW_oOA2A3_aXMTXPEP?usp=drive_link

Los Lagos:

Session 1:

https://drive.google.com/drive/folders/1IQjVZdIzSrRBkOH1T5UGYKSSPTss_GxI?usp=drive_link

Session 2:

https://drive.google.com/drive/folders/1schgqSTITi5xGzydAy3CEwVuuXEvK9zd?usp=drive_link

Session 3:

https://drive.google.com/drive/folders/1QpzT105odsJUnXjyMXpS23mlXneWmPSo?usp=drive_link

Session 4:

https://drive.google.com/drive/folders/1vb59unofkWKJQQDaDgAK6ogzTgDrJnoj?usp=drive_link

Session 5:

https://drive.google.com/drive/folders/1mIUId9BKboRZTo2_yy1XYO-4s73PY7?usp=drive_link

Appendices:

https://drive.google.com/drive/folders/1woBdyfcuJ-O9mqgjATpJvTduIXQtaLHG?usp=drive_link

Project Materials: "Crea" Bag:

https://drive.google.com/drive/folders/18gyVh5flgt7UONPWedpwm_jTJC365FRf?usp=drive_link

Notebook:

https://drive.google.com/file/d/1mDVJn4aRI0S50MuJbb1T23Qr-Sfl0ngt/view?usp=drive_link

Stickers:

https://drive.google.com/file/d/1vOuk0rQOpGjsVchBhclJJYHDk0JHaZaD/view?usp=drive_link

