



NEWSLETTER

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Letter from the Chair

Marianne Martens, Ph.D.
Chair, IFLA Libraries for Children and Young
Adults Section



Greetings to all working with children and young adults around the world— especially to those working in libraries to support young people. In this newsletter, you'll read more about how librarians around the world align with IFLA's vision statement as they "inspire, connect, enable, and engage" young people at every level – and I hope you'll be inspired to try some of these in your communities, or to share your ideas with us!

In our December 2021 newsletter, Omicron had arrived, and unfortunately, six months later, the pandemic remains with us. Wars and conflicts around the world are impacting all of us, from Afghanistan to Ethiopia, Syria, Yemen, the current war in Ukraine, to a month of several gun violence incidents in the United States. Consuming the news takes a lot.

Yet while navigating wars, conflicts, tragedies, and a global pandemic, librarians continue to support young people in inspiring ways, as you'll read here. This newsletter has a strong early literacy theme, including working with literacy in new settings—such as those caused by migration.

For example, C&YA Section member **Emilie Bettega** writes about storytime initiatives to support migrant youth at Bibliotheque National de France. While her article is about teens, their literacy levels are arguably also connected to "early literacy," as they face social and linguistic challenges upon arrival that complicate their learning. By choosing illustrated books of high interest and low vocabulary, librarians respect the teens as young adults, while providing them with a sense of pride and accomplishment.

Have you heard about the Lampedusa Library? This library serves migrant youth (accompanied or not) arriving in the southernmost point in Europe. Because of barriers of language and age, an IBBY initiative has been providing wordless books and guidebooks on how to use them with children of different ages. Do read the article by Section Member **Antonella Lamberti** to learn more!

One of the biggest challenges in serving different members of any community is reaching them. **Megan, Olesya** and **Thomas** describe an innovative outreach program by the Ipswich Libraries First 5 Forever Team in Queensland, Australia, which helps provide free access to early literacy programs. By connecting with community partners, venues, and parklands to host programs in unexpected places, the First 5 Forever Team are able to connect with and support children and their families.

Ms **Nur Farhana Ramlan**, an early literacy librarian from the National Library Board (NLB), Singapore describes how the NLB has embarked on a reading programme called “A Book a Day – Grow with every READ”, for children aged 0 to 6. The goal of this early literacy program is to cultivate an at-home reading culture by encouraging parents to make reading with their young children fun—with stickers, coupons, and a quarterly “lucky draw.”



While they might not offer prizes as in Singapore, Danish librarians working on Bibliotekernes Sprogspor project also support early literacy for young children, including the parents, educators, and librarians in children’s lives. This program can serve as a model for other countries who want to do the same. As **Rikke Østergaard Hansen** writes: “Together we create the opportunity for literature to change children’s lives – all over the country.”

Interested in partnering with a library in a different part of the world? If so, please join our Section’s Sister Library Program. You can read about a unique partnership between “Biblioteca Salaborsa Ragazzi” in Bologna, Italy and Itabashi Central Library, Tokyo, Japan in Librarian **Tomoko Sasaoka**’s article. After collaborating on prior projects, the libraries formalized their “sister-ship” in an online ceremony in March 2022. As Sasaoka writes: “We believe that our sister library exchange will

contribute to improve the present and future of children in a peaceful society.”

While our **Guidelines Infographic poster** will be launched at the WLIC, we are so excited to offer a sneak preview on the IFLA website. Have a look at the poster¹ and let us know what you think on our Facebook page². We hope you like it!

Indeed – libraries do have the power to improve children’s lives. With this newsletter, I send gratitude for all the good work you do for the benefit of young people and their families and wishes of good health and peace to all.

Promoting reading for young migrants at the Bibliothèque Nationale de France

Social, linguistic and educational issues meeting literature for children and young adults at the BnF: an experience with teenagers

Emilie Bettega

Librarian, CNLJ, Bibliothèque Nationale de France (BnF) – French National Library. Standing Committee member of IFLA Libraries for Children and Young Adults Section

Traditionally, public libraries in Anglophone countries have always been places to welcome migrants and for them to become familiar with the English language. Following the model of the Public Library and from that standpoint, National Libraries in several countries have begun to offer activities targeted at foreigners and migrants during this period of migration. For instance, at the British Library you can attend “A free session for adult ESOL (English for Speakers of Other Languages) learning groups”.

The activity is described by the following text: “*The session will introduce groups to the British Library and our exciting collection of items on display. The session takes place in our galleries, Learning Centre and public*

¹ Guidelines Infographic poster: <https://repository.ifla.org/handle/123456789/1927>

² Facebook page for IFLA Libraries for Children and Young Adults Section: <https://www.facebook.com/IFLACYA/>

spaces. Participants will begin by exploring the building and asking questions to find out: what sort of library is this? What is its purpose? Who visits the British Library? The group will then have an opportunity to look at books, manuscripts, diaries and letters on display and identify the different ways in which writing and language is used. Through discussion and activities, participants will explore different forms of communication. During the session, groups will be given activity sheets in which to write down and record their ideas.”³

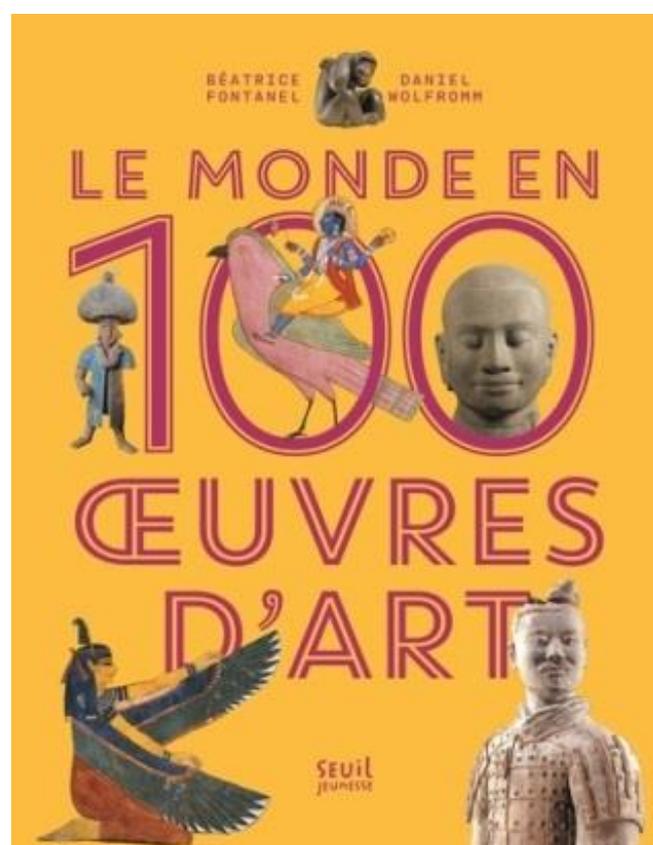
At the BnF, the same consciousness of the social issues and the responsibility towards migrants and newcomers in France has led to the development of collections and activities targeted at the public. Regarding what in English would be called French for Speakers of other languages (FSOL), I would like to highlight one kind of activity linked to the educational and social missions of the BnF. It is organised for teenage migrants who are accepted at the French High School in Paris.

Welcoming teenage migrants at the BnF: The “Labo FLE” (FSOL Section) and the CNLJ (National Center for Children and Youth Literature)

Every child above eleven-years-old, arriving from abroad and who has never been enrolled in an establishment recognized by French National Education needs to go to a specific administrative structure for the education of migrants and travellers. There, they take French and Mathematics tests to check their level and be assigned either to a regular class or to a special class integrated into a normal middle school or high school. Being in a special class, they will learn French as a second language through intensive training while some outside cultural activities will be provided by the teachers. Discovering the BnF is one of the possibilities given to the high school teachers, through the partnership with French National Education.

After visiting the impressive main building of the library, the teenagers and their teachers are invited to explore the FSOL section inside the literature reading room and also the CNLJ reading room where storytime is held.

Choosing books for the visit can be tricky and challenging. In libraries for children where story times are held, picture books are usually the books read to the children. But in the context of teenagers speaking French with a level between A1 and B1 according to the CEFR (Common European Framework of Reference for Languages⁴) the dilemma was to find quick reads that are relevant to their language proficiency and interests.. Actually, although adults can be interested in books for children in their role as parents, teachers or fans of illustration, this is not the case for teenagers. To resolve that dilemma, we have logically chosen to read pages of comics for young adults. But we also thought it would be interesting to present non-fiction books about art, history or geography. We selected books that are written from a global point of view in order to do activities linked to their original countries.



For instance, with the book *Le Monde en 100 oeuvres d'art* (The World Through 100 Works of Art) the librarian invites everyone to guess where a piece of art comes from. Through the personal introduction of all the group's participants, the librarian knows the origin of all

³ <https://www.bl.uk/events/higher-education-adult-education-esol> (2022, February 14)

⁴A1 is a beginner level, A2 intermediate and B1 allows a person to understand and follow a deeper conversation.

participants, and can therefore make an informed selection. Participants could discover something of their own country or civilization that can be presented to others. It could be a surprise for them to understand that an exotic representation imagined to be Chinese was in fact from Syria. That kind of activity suggests to teenagers how time and space are as interconnected as the past is with the present. As a consequence, they are proud and happy to discover a page of their own history through an image. Moreover, activities of that kind allow them to speak and be more confident.

And we can say that the story time turns out to be a ‘telling time’ - almost a conversation workshop but a conversation workshop based on books for children and young adults.

A book a day reading programme

GROW with every READ

Ms Nur Farhana Ramlan
Librarian (early literacy), National Library Board, Singapore

Reading is one of the greatest gifts a parent can give to their children. Studies have shown that parents who read to their children at least one book a day from the day they are born, will enable the child to be exposed to more than 290,000 words by the age of five.⁵ With this in mind, in 2020, Singapore’s National Library Board (NLB) embarked on a reading programme, “A Book A Day – Grow with every READ”, for children ages 0 to 6.

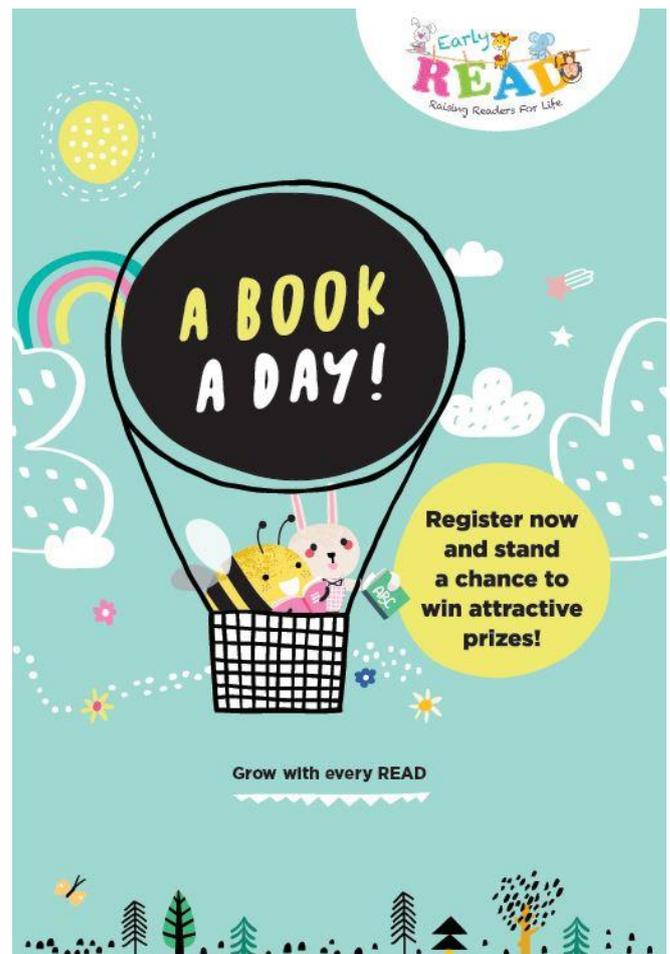
The objectives of the programme are:

1. To encourage parents to read at least one book to their child every day
2. To give parents the resources and opportunities to encourage their child to read and bond with them

The programme has two components:

1. Reading Journal with recommended reading activities
2. Lucky Draw

The reading journal can be done at home, which adds to the joy of reading for parents and children. Children who borrow more than 30 books a month are also eligible for a quarterly lucky draw. For more information, visit the programme’s website⁶.



There are 12 thematic calendar inserts that allow parents and children to record the book titles they have read for the month. Some of the themes include “Under the Sea” and “Fun at the Farm”. The different themes aim to introduce children to different topics and help expand their reading diet.

Age-appropriate activities and book recommendations are also included in the journal. These activities aim to

⁵Grabmeier, J. (2019, April 9). The importance of reading to kids daily. College of Education and Human Ecology. <https://ehe.osu.edu/news/listing/importance-reading-kids-daily-0>

⁶ <https://childrenandteens.nlb.gov.sg/events/abookaday>

ignite the joy of reading and create a meaningful parent-child bond through reading. Some suggested activities include singing nursery rhymes and retelling of stories to encourage pre-reading skills while having fun at the same time.



Thematic monthly calendar insert

Children are rewarded with colourful stickers and exciting coupons after they have completed reading a book a day for the month. The journal eventually becomes a lasting memento of a child's reading journey.

Librarians also conducted Holiday Special programmes relating to the themes in the reading journal, where children got to learn more about the themes and create their own crafts.



Stickers and coupons pages available for parents to reward children upon reading 30 books (or a book a day for the month).

QUARTERLY LUCKY DRAW

To further encourage parents and children to read daily, a lucky draw component is included in the programme where participants stand to win attractive book prizes.

Children who register for the lucky draw are automatically entered into the quarterly lucky draw when they borrow at least 30 physical children's books per month. A system, which auto track the book loans, is put in place to tabulate and generate the list of children names eligible for the lucky draw.

The programme is a great success where it garnered more than **6,000 participants** resulting in close to **750,000 books borrowed** from January 2020 to December 2021.



Some of the positive feedback from parents:

- “It is a **good initiative to encourage reading** and spending time with children.”
- “We love the journal! It was very useful and my girl loved to **collect the stickers** after reading a book every day in a week. **Great initiative, please keep bringing it back!**”

The National Library Board in Singapore will continue to organise more reading programmes, carnivals, and activities in areas such as Sustainability, Science and Digital at its public libraries. This will help to expand and increase the reading diet of younger children, and support parents in cultivating a reading culture at home.

Lampedusa Library

Wordless picture books in the middle of the Mediterranean Sea to welcome young refugees and to promote reading on a small island

Antonella Lamberti

Member of the Italian Library Association and the Standing Committee for IFLA Libraries for Children and Young Adults Section

“Lampedusa is both the southernmost point and the southernmost island of Italy”. This is what you can read in Wikipedia about the Italian island of Lampedusa from a geographical point of view.

As many people know, due to its position, Lampedusa represents the first arrival point to Europe for many people who are mainly coming from African countries - they cross the Mediterranean Sea, facing many risks, with the hope to find a new possibility of life in Europe that is far from wars and poverty of their native countries.

In this frame, in 2012, IBBY Italy, in cooperation with IBBY International, gave life to a very interesting project creating a library for children on this island, where the best wordless picture books coming from all over the world would have found its place.

The strong symbolic power of this library, that has books that don't need to be “read” therefore means that there's no need for the “reader” to know the language or be literate, is its way to highlight a place such as Lampedusa island, that can symbolise any border place in the world. And it's the intention to address the needs of all those who are living a poor and uncertain condition, with no books and no chances to read or be read.

The aim of the project is not only that of realising an IBBY Library, dedicated to the children who live permanently or temporarily on the island, but also to create an international quality selection of wordless books (that are called “silent books” in Italian) in cooperation with the international IBBY network and the *Palazzo delle Esposizioni* of Rome.⁷

Every two years IBBY National Sections collect wordless books for this project, taking care of having three copies of each book for three different sets: one for the Palazzo delle Esposizioni, another for the library, and the third for a travelling exhibition, that is available in Italy and abroad.



Several are the activities that take place around the project, and a very important part is the creation of such an excellent tool for the studies and the book critics, with a new selection of titles prepared each couple of years, and the consequent result of having an existing list of more than 500 book titles from over 30 countries and 5 continents.

Most are related to the wordless books and developed by IBBY. There are also some easy and light handbooks that guide in the use of wordless books, for instance *10 tips for reading silent books in a community that does not speak a common language*⁸ and *Silent books, a handbook about the use of wordless books with children*⁹, by IBBY Sweden.

Very important for the project is of course the care of and be part of the assistance for the children refugees arriving on the island, the refugees children arriving in the island, providing them not only with books but also with proper instructions and information, especially in case of children arriving alone, not accompanied by any adult, as unfortunately often happens. The project provides children with a “welcome kit”¹⁰, giving them the basic information to be and feel safe in a foreign country where they too often arrive after a traumatic journey and terrible events. The project gives the opportunity to

⁷ <https://www.palazzo-esposizioni.it/pagine/navigazione-principale-educational-the-art-bookshelf>

⁸ https://www.ibby.org/fileadmin/user_upload/Tips_for_SB.jpg

⁹ https://www.ibby.org/fileadmin/user_upload/Silent_Books_ENG.pdf

¹⁰ https://issuu.com/supersantos/docs/welcome_kit

the different organisations caring about refugees to welcome them by providing books in addition to food and healthcare.

As a result of this we can see that since the 2020 there's Books on Board: the delivery of suitcases containing reading points for the NGO ships Sea Watch, Mediterranean and Open Arms (all rescue ships operating in the Mediterranean Sea) with the purpose of including wordless books in the reception practices on board.

This has been made because the long experimentation tried with wordless books has demonstrated that they can be used with people of any origin and age, and, as IBBY wrote on its website: "placing those who participate in reading in the common condition of human beings, eager for stories and knowledge, capable of compassion and complicity. This seems to us to be one of the best ways to allow everyone to be welcomed with dignity, also giving support to the spirit, as well as to the body".



A very important part of the project also consists of having the library in the island open to volunteers during a week each year. The "volunteer week", called the Lampedusa Camp, usually takes place around the end of October, or the beginning of November. The volunteers arriving on the island, may be librarians, teachers, promoters of reading or whoever, come from all over the world. During their stay, they are encouraged and supported to work together in the library, to share their expertise and knowledge and propose their personal reading promotion style to the young local patrons of the island library.

In addition, during the week, there are several occasions for the volunteers to participate in workshops and meetings and to visit and know life on the island, freely on their own or in guided visits.

Last year, in 2021, when the camp could be settled again after it was stopped because of the pandemic, the week typically included morning activities for and with the children of the schools on the island, afternoon meetings and workshops with the teachers, and night time storytimes.

Besides the volunteers, there were also some experts of art and children's books who gave lessons and lectures about different artistic topics, about picture books and specific and different aspects of publishing for children. Last year there was also the artist and illustrator Armin Greder, who had already been on the island before, where he had decorated some of the anonymous tombs of the local cemetery.¹¹

The positive impact of the IBBY activities related to Lampedusa library and the picture books are several and not limited to what happens on the island.

The creation of the exhibit and the collection of wordless books has influenced the field of the publishers, who focus more and more on picture books without text. It has also influenced a growing sensibility toward this particular kind of books and their value, a value that is absolute as an art product but that is also very much related to its function as an inclusive tool of communication.

Moreover the experience of the annual volunteer camps is creating a network of volunteers who are trained and ready to promote books and bringing back to their original places new expertise and passion.

Very important is also the contribution that the project gave and gives to a raising sensibility toward communities living without access to culture and books, like it was in Lampedusa before the creation of this library.

Last but not least, the importance of the IBBY project in Lampedusa consists of the creation of a space dedicated to the beauty and to the books in a place that has unfor-

¹¹ The author of outstanding picture books. We quote just some: *The Mediterranean*, *The island*, *The city*, *Diamonds*.

tunately become the scenery of one of the biggest tragedies of our contemporary world, that is the death of thousands of people in the sea. In this sort of permanent, almost invisible war, the victims are not only the ones who die but also the survivors, and among them the children arriving on those poor boats... And in a different way we can consider victims, who are also the children and adults living in that small piece of land in the middle of the sea, as they are forced to be a constant and inhuman tragedy to which they risk to become used, as it flows daily in front of their eyes.

So the quiet space of the library, strongly signed by the presence of hundreds of picture books, can be seen as the place where symbolically, but also concretely, children (and adults too) can meet each other and give voice to their emotions, and where more simply they can all find a normality.

It may look like a paradox - the fact that thanks to wordless books it took shape as a space for calm and relief, but it's real and true that Lampedusa library is a touching place that creates an emotionally deep and strong communication, and promotes relations and people networks. So in this way, the wordless pictures contribute to giving voice to the emotions and to the unsaid words of people and children who are looking for their place in the world, and that we want to imagine going toward their uncertain future with a little bit more of hope and beauty in their eyes and hearts.

Once more the mission of Jella Lepman shows her vitality and the books show once more that they can be resistant, powerful bridges among people: an amazing, unbelievable weapon to create peace and comprehension.¹²

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Ipswich Libraries First 5 Forever

Out and About

Megan, Olesya and Thomas

First 5 Forever, Ipswich Libraries, Australia

First 5 Forever is a state-wide program funded by the Queensland Government and coordinated by the State Library. This initiative provides strong early literacy foundations for all Queensland children aged 0-5 years by providing families with access to free, quality early childhood programs delivered through the public library network.

The Ipswich Libraries First 5 Forever team is primarily an outreach service dedicated to the Ipswich region. The team actively seeks opportunities to link with a broad range of community partners and champions who connect with local families with children aged 0-5 years. The Ipswich First 5 Forever Team utilises the council's extensive community venues and parklands as settings for the delivery of unique and engaging programs that share key literacy messages and strategies with families while promoting the value of libraries for early literacy and learning development. Examples of these programs are:

Dive into Books

Dive into Books Story Time program is held at community pools throughout Ipswich in partnership with Kids Alive, Just Sports N Fitness and Ipswich City Council's Compliance Branch. With free entry, this program creates opportunities for families to experience shared songs, stories, rhymes and interactive play incorporated with key literacy and water safety messaging in a fun, outdoor setting.

¹² All photos in the article by Yuri Testaverde, from IBBY Italy website: <https://www.ibbyitalia.it/progetti/ibby-libri-senza-parole-lampedusa/>
For more information about the project: <https://www.ibby.org/awards-activities/activities/silent-books>
For volunteering at the IBBY Camp: https://www.ibby.org/fileadmin/user_upload/Lampedusa_camp_2019.pdf
or contact Deborah Soria: soria.deb@gmail.com



Story Time in the Park

The Ipswich Nature Centre in Queens Park provides the perfect backdrop for Story Time in the Park. It has long



been a staple program of the First 5 Forever team, its success and popularity, no doubt, is due to the environmental connection and venue. Children and families attending a Story Time event enjoy an animal or nature themed program, followed by morning tea and a wander

through the centre to explore the natural flora and fauna the park grounds have to offer. This program is held in partnership with the Environmental Education Team at Ipswich City Council.

Tails and Trails

The success of Story Time in the Park led to the inception of the first Tales and Trails story program. This

amazing concept features an oversized version of a picture book that is printed onto metal as a semi-permanent fixture in Queens Park. The enlarged story book



pages spread along the nature boardwalk encourage reading in an outdoor setting and an advantage of printing onto metal allowed the inclusion of Braille for increased accessibility. Tales and Trails showcases stories written and illustrated by Queensland authors as part of The Stories for Little Queenslanders series published by State Library of Queensland. This initiative was developed by Ipswich Libraries and is supported by the Ipswich Nature Centre and Nature Play Queensland. Tales and Trails has now been expanded to include other parks across the Ipswich City Council region.

Story Time at the Museum

Another staple outreach program is Story Time at the Museum, held at The Workshops Rail Museum. A significant Ipswich historical attraction offering authentic heritage and cultural experiences at Australia's oldest railway workshops still in operation. Families who attend the program are granted free access to enjoy the exhibits and interactive displays following the Story Time session. This has been another ongoing partnership that has been running for several years with great success.



Pop-Up Library Fun

These sessions are held at different locations and suburbs across the region, with selection based on AEDC (Australian Early Development Census) and other social data, with the aim of reaching audiences who may not be aware of the programs and services offered by Ipswich Libraries. In addition to Story Time, this program features different learning and sensory experiences each session, including craft, robot and block play.



Morning tea is provided, giving families time to engage with library staff and other families in a relaxed environment close to home. Our Pop-Up library sessions have been held at a range of Council and private venues throughout the Ipswich region such as shopping centres, community centres, historic buildings, parklands and even a hobby farm! At our newest location, the Grandchester Model Steam Railway, families can ride on scaled down versions of steam locomotives near the site of the first railway line opened in Queensland.

Ipswich Libraries is dedicated to furthering the aims of the Queensland Government First 5 Forever initiative through innovative and engaging outreach programs and partnerships across the Ipswich City Council region. The First 5 Forever team is continually out and about, promoting the importance of the first five years in a child's learning and brain development and encouraging parents to "Talk, Read, Sing and Play" with their child every day.

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Infinite possibilities

A 'Sister Libraries' partnership between two public libraries in Italy and Japan

Tomoko Sasaoka

Itabashi Central Library, Tokyo, Japan

The public library "Biblioteca Salaborsa Ragazzi" Bologna, Italy and Itabashi Central Library, Tokyo, Japan, became sister libraries in March 2022 through the project of IFLA Libraries for Children and Young Adult Section.

Cultural exchange between Bologna and Itabashi began in 1981 when the Itabashi Art Museum began to host the "Bologna Children's Book Fair Illustrators Exhibition". Furthermore, since 1993, Itabashi City has been receiving donations of foreign picture books from the Bologna Children's Book Fair every year. In July 2005, a "Friendship Agreement" was signed between the two cities celebrating the 25th anniversary of cultural exchange.

On March 28, 2021, the new Itabashi Central Library was opened. In the centre of the first floor of the new library, there is a special monument called the "Bologna Gallery", a symbol of friendship between Bologna and



Itabashi. The design is based on the "porticos" of Bologna that became a UNESCO world heritage. In order to deepen our relationship with Biblioteca Salaborsa Ragazzi, we decided to apply to the IFLA Sister Libraries Project.

As the first step of our sistership, we planned to write our "Sister Library Declaration" together. We exchanged drafts for the declaration by email many times and discussed the contents together. Although it wasn't

easy because of the language barrier and cultural differences, we were able to come up with a wonderful declaration based on sincerity and enthusiasm. We are very proud of this! You can see our Sister Library Declaration on our websites¹³.



On March 22, we held the signing ceremony online. The directors of both libraries signed the declaration and presented souvenirs to each other. The ceremony was held in a relaxed and friendly atmosphere. We couldn't meet face to face but we will never forget this moment!

To celebrate our sistership, we held a special exhibition of Japanese picture books “100 years of Japanese picture books” simultaneously from March 21 to April 16. The selection of the books was based on a newly published book entitled “Nihon no Ehon Hyakunen Hyakusatsu (Japanese picture books: 100 years, 100 illustrators, 100 books)” written by Yukiko Hiromatsu and published by Tamagawa University Press. The Itabashi Central Library and Itabashi Art Museum selected about 40 Japanese picture books featured in Hiromatsu's book and sent them to Biblioteca Salaborsa Ragazzi.

For the next step, we are planning to work together on



the P.O.L.P.A. (Poesia Orale Ludica Puerile Autentica) project. This project draws upon an audio visual collection of children's songs and nursery rhymes collected by the Italian poet Bruno Tognolini over several years, which has been donated to “Bologna Biblioteche” with the aim of making them available to all those who want to listen to them. Children's songs and nursery rhymes are valuable cultural material that should be collected, preserved, and passed on to the next generation. We are very excited to join this project and get familiar with Italian children's culture and introduce Japanese children's culture to Italy.

In addition, we would like to meet regularly online to share recommendations on children's books and exchange information about library activities.

Our sistership has just started and we think that it has infinite possibilities. We believe that our sister library exchange will contribute to improve the present and future of children in a peaceful society. Please look forward to our future activities!

¹³ Italian edition: <https://www.bibliotecasalaborsa.it/ragazzi/documents/sister-libraries>
Japanese edition: <https://www.city.itabashi.tokyo.jp/library/oshirase/2000625.html>
The English edition will be available soon

On the right track

Danish libraries collaborate to improve their literacy efforts and reading promotion

Rikke Østergaard Hansen

Program coordinator for Bibliotekernes Sprogspor, Denmark

Words and books make a difference! In 2018, the Danish libraries collaborated on a program aimed at developing young children's language skills and joy of reading: 'Bibliotekernes Sprogspor' (Libraries' Language Track). Through this effort the libraries create new ways of working and share them at www.sprogsporet.dk



The program offers concepts, communication and possibilities for skills development for library professionals. This was a new way to achieve a greater impact across the country by giving smaller libraries the opportunity to promote and strengthen language and reading abilities on the same level and quality as larger ones.

The website contains tools developed by the libraries themselves or by other actors with knowledge of reading and language development. You can find both online resources, newsletters, reading lists, and different kinds of everyday tools for interacting and reading with young children – for both librarians, teachers, and parents. The website is free, publicly available, and all content is based on or around children's literature.



The program contains both smaller events, as well as longer courses about language and books. All elements are aimed at including the adults in the children's lives

– both parents and childcare professionals – in order to create a collaborative, valuable, and cohesive effort for each child.

Together we create the opportunity for literature to change children's lives – all over the country.

Thank you!

Thanks for reading this newsletter from IFLA section Libraries for Children and Young Adults. Follow our on-going work here:

Website

<https://www.ifla.org/units/libraries-for-children-and-ya/>

Facebook page

<https://www.facebook.com/IFLACYA/>

Mailing list

<https://mail.iflalists.org/wws/info/child-ya>