



# NEWSLETTER

**AUTUMN ISSUE 2022**

Editors: Salomon Hellman, Huey Bin Heng and Ludy Rueda

## 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 people around the world!

Articles in this newsletter: 1) address how libraries serving young people teach about climate, environment, and sustainability; 2) present new children's literature collections around the world; and 3) describe how libraries reach and support marginalized young people everywhere.

### Sustainability

Since our Section's collaboration with ENSULIB at WLIC 2022 in Dublin: Environment, Sustainability, and Libraries, we have become increasingly interested in harnessing the power of libraries to support sustainability efforts, and articles in this newsletter reflect that. For example, a library program in Odense, Denmark allows young people to borrow tools and small appliances. Eco workshops in Croatia get children growing edible plants, taking care of bees, and making wooden com-posters. In fact, libraries, gardens, and green spaces — and how libraries are using them — re-occur across the articles. Bibliothèque nationale de France is built

around an actual urban forest that lends itself to programming. And in Chile, Fundación Palabra, which was modeled after the International Youth Library in Munich, Germany, is encircled by the Artesana Alicia Cáceres park where 288 different plant species grow, lending themselves to learning and play.

### Collections

Speaking of new children's literature collections, the Dominican Republic's El Fondo Bibliográfico was established in 2019 to collect and document Dominican children's literature and represents the first of its kind in the Caribbean. Our own Section's World Through Picture Books (3rd edition) project, a digital collection of best books from around the world, will be launched soon. You can read about the progress of this project within this newsletter.

### Access

As the pandemic continues, access remains an issue. Raise Up Radio is a program which uses radio and the Connected Learning framework to reach children and families in rural communities of Texas and Alabama where internet access can be unstable, of low-quality, and expensive. Bangladesh's Shishu Academy is devoted to providing capacity building through libraries for marginalized and special needs children. And in Nicaragua, La Mascota Story Corner at the National Children Hospital in Nicaragua, provides books and storytelling to children undergoing cancer treatments.



And in other news, I just attended the UNESCO World Conference on Early Childhood Learning and Care (ECCE) in Tashkent, Uzbekistan. Those of you working with young people already know how libraries around the world support ECCE, and the conference gave me lots of ideas of how libraries and educators can better partner around ECCE. More on that soon. But in the meantime, a highlight of the conference was a visit to two preschools in Tashkent. On the way to Uzbekistan, I had a layover in Istanbul, where C&YA Section Member Sevgi Arioglu organized a mini meeting of children's literature specialists, including Professor Asiye Karkirman from Marmara University and Turkish children's author Füsün Çetinel. We enjoyed delicious pastries and chatted about our favorite topic – libraries and literature for children and young adults!



To those who celebrate, I wish you a happy holiday season, and a healthy and safe 2023!

# Libraries Inspiring Young People toward Sustainable Futures

## A Danish Example

**Søren Dahl Mortensen**

Librarian & Project Manager, Odense Central Library, Denmark  
Standing Committee member of IFLA Libraries for Children and Young Adults Section

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Focus on sustainability is increasing in the libraries, also at eye level with children and young adults – and of course at the World Library and Information Congress (WLIC) and for the IFLA Libraries for Children and Young Adults Section.

In the IFLA section Libraries for Children and Young Adults, in which I am an elected member, we work on e.g., guidelines and projects and talks and meetings at the large library conferences to exchange ideas and best practice on general library development and to ensure continued development in individual countries as well. During this year's WLIC in Dublin our section teamed up with ENSULIB (Environment, Sustainability and Libraries Section) for a joint session about libraries and sustainability. We already have our focus on sustainability, but mostly in the scope of more traditional communication and information at the library. Now we got the chance to present sustainability initiatives in an international context with presentations from six different countries. I participated with a presentation on how the library users at The Odense Libraries can borrow "Sustainability Kits."

## Climate Action in Libraries: Creating a More Sustainable Future by Engaging and Inspiring Youth

There is no doubt that libraries explore new paths and develop. We do that every day – and we must keep doing that. New types of materials and media enter our collections. 34 so-called Sustainability Kits are from now on a part of the collection at The Odense Libraries. The premise is "Why buy and own if you can share and loan?"

The libraries have practiced sharing economy long before it was even a known word in the Danish dictionary. On this note The Odense Libraries received financial support from The Environmental Protection Agency in

Denmark to develop a sustainable library concept. Our wish was to challenge what you can loan at a public library! We wished to combine knowledge and creativity. The Kits are theme-based and intended to be a source of inspiration in everyday life while offering the possibility to try, learn something new or just test for fun. Some Kits can be used by an individual person, e.g., the Fishing Kit and the DIY Kit, while other Kits require more participants, e.g., the different Board game Kits.

This is a new perspective on sharing economy, where you do not just buy and dispose, but try things first – for example by borrowing a juicer and make juice from the apples in your garden – something many people consider as the apples must be used while they are still good. Now it is possible to borrow the juicer at the local public library and try it, before investing in one permanently. In the Kit you'll find the juicer as well as books on various kinds of apples, how to trim and care for your apple trees etc.

A Kit for the more festive situations is the Party Kit that includes drinks recipes, coloured lamps, a popcorn machine etc. This idea was well received in Dublin by a University Library. Every year at the end of a semester, teachers throw out party equipment and accessories. After the Dublin Congress it will be possible to loan Party Kits to ensure a more sustainable approach.

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# Training for Teachers and Librarians about Sustainability through Picture Books and Comics

## An Example from the Bibliothèque Nationale de France (BnF)

**Emilie Bettega**

Chargée de mission internationale, Bibliothèque nationale de France  
Standing Committee member of IFLA Libraries for Children and Young Adults Section

### Sustainable development and BnF : the context

The BnF was a centuries-old cultural institution when a new site opened on the left bank of the Seine in the mid-1990s in Paris. This library was conceived, designed and built before the issue of sustainable development emerged in public policy in the early 2000s. Nevertheless, one element of this iconic architecture undoubtedly made it possible to enhance its green dimension: the library's interior garden, a veritable urban forest, which is today the object of sustainable management shared with the Museum of Natural History - eco-pasturing by goats is an example of this sustainable management.



Then, a second mission was affirmed for the BnF at that time: "to ensure that as many people as possible have access to the collections".<sup>1</sup> It is indeed thanks to the conjunction between the democratization of the national library's missions and a social issue that has become a public policy concept that sustainable development appears in the collections in a visible and identified manner: a resource center on sustainable develop-

ment opened in 2014 and a on-line documentation portal to promote the collections events and news on sustainable development.<sup>2</sup>

That is the institutional context of the BnF and sustainable development. Let's speak now about training for teachers and librarians who are not managed by the same directions at the BnF.

### Teachers training programs at the BnF : context and innovation

The EAC - the Art Cultural Education-, composed largely of museum professionals, began by welcoming school classes with the opening of the new building and democratization of the missions before meeting the demand of education professionals in terms of training.



Sustainable development for classes is simply included, as one of the dimensions of visits to the library in particular with the permanent exhibition "The BnF in its garden" and related workshops. Teacher training program, on the other hand, follow a different logic. They are often à la carte program, organized and designed with the teacher training administration according to predefined training needs.

### "Read and write the future: science, sustainability and comics": a broad and unconventional approach for ESD - Education for Sustainable Development - for teachers in April 2022

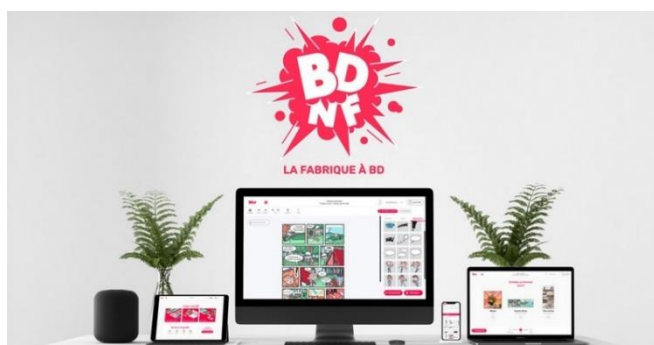
The integration of comics within the school is a challenge for national education in order to propose content that corresponds to the reading habits of the pupils. And indeed, a fictional experience that integrates with today's climate issues allows to project children into tomorrow's situations. That is why an innovative program was launched which, for the first time, enabled teachers to be trained in sustainable development through the

<sup>1</sup> <https://www.bnf.fr/fr/les-missions-de-la-bnf>

<sup>2</sup> <https://bnf.libguides.com/developpementdurable>

prism of comics and catered to the science or literature teachers.

The program mixed a scientific conference about time and space in comics, meetings with authors and a presentation of the resources of sustainable development at the BnF. In addition, the participants discovered the BnF's comic book creation application "which offers everyone the possibility to try their hand at comic books thanks to the corpus (...) from the BnF's heritage collections".<sup>3</sup>



It was very successful and should be repeated, next year.

But if we look at the program, Education to Sustainable Development and comics remained separate in the context of this training. The meeting between the two themes was not directly dealt with by the course, even though the title given to these days suggested this. As the matter of fact to deal children literature and sustainable development, we should look at training for librarians.

### The CNLJ - Centre National de la Littérature de Jeunesse - one of BnF's newest departments: a publishing and training organisation

The CNLJ became a service of the BnF in 2008. In order to promote quality children's literature, the Revue des Livres pour Enfants -RLPE-, the CNLJ's publication, identifies the best of the editorial production by proposing critical notices. The CNLJ also offers training courses on children's literature to librarians: sustainable development - understood mainly in its ecological dimension - is one of them.



## Trouver son chemin dans la forêt des livres verts



comment se repérer dans la  
« bibliodiversité » de la  
littérature jeunesse écolo ?

Virginie Meyer, mars 2022

*Finding your way through the forest of green books: what criteria should you use to find your way through the "bibliodiversity" of ecological children's literature?*

This intervention of the CNLJ training service at the professional day of the 18ème children's book fair: 26 and 27 March 2022 at Sucy-Sur-Erdre was based on past training and articles already written in the RPLE. To situate the question, Virginie Meyer, the speaker began by recalling the history: she dated the ecological sections in the children's collections of publishing houses from 1999. Previously, there were only isolated titles. She noted an increase in the number of titles on sustainable development since 2021, pointing out that *"What is new today is the massive nature of production in this field, and the diversity of the forms proposed: atlases, recipe books, documentary albums, biographies, documentary comics, activity books on recycling, etc."* She then set out to decipher the different *modus operandi* of publishing houses: labels set up to produce "greener" books<sup>4</sup>, opportunity to work differently, for example, by cooperating between a comic book publisher and scientific one, co-publishing with ecological associations to give visibility to sustainable development actors. Whether it is a fashion or a real commitment, the editorial production in this field is a forest where one risks getting lost. The "specialist" discourse is not there to distribute good and bad points between books but to show trends in the discourse, to decipher the implicit and to highlight the ways of "making" books.

<sup>3</sup> <https://bdnf.bnf.fr/>

<sup>4</sup> <https://www.editionsdelamartiniere.fr/notre-label-eco-responsable-yliga/>

Mixing public and approach training for the future may help to understand better how children literature could be very efficient. Designing a joint training course for teachers and librarians in the form of a workshop on critical reading of comics and documentary picture books given jointly by speakers representing different areas of knowledge would help to choose, read and use picture books and comics as tools for a better comprehension of the issues.

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## Interactive Latin American Library for Children and Youth

### BILIJ - A Library with Latin America Vocation

**María José Dulcic, Constanza Mekis & Valentina Rivera**

Fundación Palabra, Santiago de Chile, Chile

September 2022

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Around four years ago, a collective dream began to forge in Chile. We came from a long process where libraries and children's and youth literature were starting to become visible in the country, thanks to various public and private initiatives.

Among many world references, the *International Youth Library* (Munich, Germany) stood out as a special model to follow. Nevertheless, there was something missing in these reading promotion spaces to regard them as our own. Considering it ranks third place in the number of speakers in the world, where was the Spanish language being represented? Where could we see the rich and extensive cultural heritage of Latin America being reflected? It became necessary to have a regional library, one that would bring together books for children and the youth from our continent, in order to strengthen the sense of belonging to a common culture and identity.

To give legal form to this project, *Fundación Palabra* was created, a non-profit reading promotion institution whose mission is to strengthen the bond between children and young people with reading, culture, science and art, through dialogue and enjoyment with books and cultural objects from Latin America and the world.

In *Fundación Palabra* we firmly believe that the educational and cultural challenges can be better addressed through intersectoral collaborative projects. To implement this library we have gathered an experienced team in the field of reading that has allowed us to create bonds and work networks, counting on the collaboration of Fundación Había una Vez, IBBY Chile and the national branches of IBBY in Latin America and the Caribbean from the beginning. Today we have the support of the Illustrious Municipality of Santiago, the Ministry of Culture, Arts and Heritage of Chile, Fundación Olivo, private companies and civil society, with more than 50 ad honorem collaborators.





This is how the Interactive Latin American Children and Youth Library - BILIJ, was born, located in the Matta neighborhood of Santiago, the capital of Chile. It is specifically located on the grounds of the former *Hermanitas de los Pobres* Asylum, a heritage building that is currently being restored, which is surrounded by a 1.6-hectare park. The mere existence of this large garden inserted within the city, turns the environment into a learning space, into possibilities for the development of scientific observation and curiosity, allowing for the appreciation of the local flora and fauna. The recent survey of information on the park called Artesana Alicia Cáceres, revealed that 288 plant species can be found there, transforming it into a natural recreational space. The particularity of this library is to unite a series of public services aimed at children, young people, their families and cultural mediators, with an innovative space and a top quality bibliographic collection. Additionally, it also integrates interactive elements, bringing to the fore the spirit of reading and libraries in the 21st century.

As its name suggests, this initiative integrates two essential elements that nurture and enhance each other: interactivity and the Latin American spirit. We understand interactivity as participatory reading that allows children and young people to be shown a wide concept of what reading is, where they are the protagonists.



We hope that interactive reading enhances critical thinking and the formation of committed citizens, which is so important to build a more empathic society. The second concept that identifies and mobilizes BILIJ is that of Latin America. It is an invitation to discover and enrich ourselves as a region, families and commu-

nity. We want this space to convene and invite us to explore our territory and identity, as Constanza Mekis, President of Fundación Palabra says, including “multiple routes of our territories to investigate the diverse, migrant, urban, rural identity; the traditional, contemporary, futuristic, precarious, miscegenation, the validity of native languages, the hustle and the bustle, the chaotic, the colorful, the majestic nature, the uncertain, the extreme, orality, the appreciation of intuition and emotion, sometimes gray and others very luminous, from our cavalry imagination” (Voces&Tintas, 2021).



Photographer: Carlos Molina

In October, BILIJ will have been operating for one year and it has been specially equipped to receive children, young people and their families. The BILIJ work team is interdisciplinary: librarians, cultural mediators, storytellers, sociologists, children’s literature experts, engineers, artists, journalists, and teachers. Each individual contributes with their skills, knowledge and experience, to make this library a space that is characterized by generating a feeling of wonder, always affectionate and welcoming; that makes every visitor feel comfortable and a member of a great community united by words. We are convinced that cultural, civic and heritage education can mean that in the future we have citizens who are in connection with their country and their region, from knowledge and affection, yearning for the best for all its inhabitants.

Throughout this time, a special relationship has been built with the community, both from an institutional point of view and from the neighbors, who actively participate in the library’s activities. To date, we have 450 registered members with an average of 2000 monthly

loans. On social media we have reached 4250 followers, where we post our content and activities held at BILIJ.<sup>5</sup>

These numbers make us happy for the progress in the identification of BILIJ as a cultural space in the neighborhood where, in many cases, it achieves the loyalty of users. There is no doubt that they also challenge us to continue developing an agenda to meet the needs of the community.



There are many experiences that have shaped the character of this library, with a Latin American vocation based on its agenda: educational activities for school and university students, workshops, book launches, visits by writers and illustrators, and storytelling sessions. With all of them we celebrate the Latin American identity, with the goal of inviting people to “Read the world” as Michele Petit said.

*The following article from Dominican Republic is in Spanish – one of the seven official languages of IFLA.*

## Fondo Bibliográfico IBBY RD-UNIBE de LIJ Dominicana

**Geraldine de Santis**

IBBY República Dominicana

Septiembre 2022

El Fondo Bibliográfico IBBY RD-UNIBE fue creado en 2019 con el objetivo de recuperar y documentar las obras impresas y documentales concernientes a la LIJ (literatura infantil y juvenil) dominicana, desde sus orígenes hasta nuestros días. La colección posee más de seiscientas piezas, que va creciendo cada año, entre libros, catálogos, publicaciones digitales y folletos, así como un portal web para facilitar la consulta de la colección en línea.

Este proyecto surgió en el año 2019, tras la inclusión de la República Dominicana a la *Organización Internacional para el Libro Juvenil* (IBBY por sus siglas en inglés) dentro de sus sedes en Latinoamérica y el Caribe, cuando la directiva de la sección nacional dominicana de esa entidad firmó un convenio de colaboración con el Departamento de Educación de la Universidad Iberoamericana UNIBE.



Comité IBBY RD

Una de las prioridades de este convenio de colaboración fue la creación de un fondo bibliográfico especializado

<sup>5</sup> Instagram: <https://www.instagram.com/fpalabra/> Website: <https://fpalabra.cl/>



para la recolección y documentación de toda la producción de LIJ local para fines de investigación académica. Para ello se creó el proyecto *Fondo Bibliográfico IBBY-UNIBE*, que representa la colección más amplia de LIJ dominicana escrita o ilustrada por dominicanos o por extranjeros sobre temas dominicanos en el mundo. La firma del convenio fue realizada por la Dra. Odile Camilo Vincent, rectora de la Universidad y por Geraldine de Santis, directora de IBBY Dominicana en el periodo 2019-2022.

La catalogación de esta colección ha sido realizada bajo la atenta dirección de la Dra. Giovanna Riggio, Directora del *Centro de Recursos para el Aprendizaje y la Investigación - CRAI*, por un equipo experto de bibliotecólogos de la Universidad Iberoamericana (UNIBE). Al ser un proyecto en proceso continuamente se adicionan nuevos títulos a medida que se recolectan y documentan antiguas y nuevas publicaciones. Es posible visualizar el catálogo con los títulos registrados en este enlace.<sup>6</sup>

## Croatian Libraries Engaging Youth in Sustainable Practices

**Alica Kolaric**

University of Zadar, Department of Information Sciences, Croatia  
Standing Committee member of IFLA Libraries for Children and Young Adults Section

The seriousness of the impact of climate change on mankind and our planet are highly recognized in the global librarian community, as expressed in the newest IFLA trend report. The Croatian librarian professional community has been devoting attention to the topics of sustainability and environmental protection over the last decades. Being a local information center and a gathering place for people of all ages, public libraries are ideal places for sharing knowledge and raising awareness on sustainable society and environmental protection. Children's libraries are no exception - across Croatia libraries engage youth in activities that connect, inspire, and enable new generations for building a sustainable society and environmental protection, and for



<sup>6</sup> [https://opacbiblioteca.unibe.edu.do/cgi-bin/koha/opac-search.pl?advsearch=1&id=kw&op=and&id=kw&op=and&id=kw&do=Buscar&limit=mc-ccode%3AFBIU&sort\\_by=pubdate\\_dsc](https://opacbiblioteca.unibe.edu.do/cgi-bin/koha/opac-search.pl?advsearch=1&id=kw&op=and&id=kw&op=and&id=kw&do=Buscar&limit=mc-ccode%3AFBIU&sort_by=pubdate_dsc)

creating a better future. This article presents 10 examples of good practice from libraries across the country.

#### Example #1: Public Library "Petar Preradović" Bjelovar

The first example comes from the Public Library "Petar Preradović" Bjelovar and presents fun eco workshops. Children were sowing beans, cabbage and other edible plants and recording the growth progress in the Plant Growth Calendar. The same library organised activities to learn more about bees on World Bee Day, including a workshop and a bees-themed storybook exhibition.

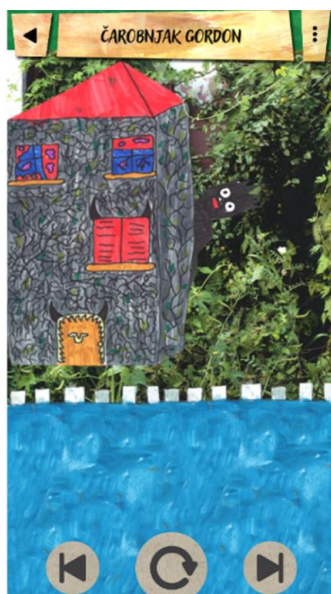


#### Example #2: Library Nikola Zrinski Čakovec

Another activity devoted to these important insects took place in a library in the city of Čakovec. Children were learning about the meadow plants of their region and their names in the local dialect. They were learning how important bees are for the ecosystem and planted honey plants.

#### Example #3: Library Fran Galović Koprivnica

One modern example comes from a library in the city of Koprivnica where creative and innovative librarians created educational, animated, and interactive picture books for pre-school children in the form of an application which can be downloaded on Google Play and the App store. The stories bring creatures and characters from local folk tales, myths, and legends. Some stories convey ecological messages.



#### Example #4: Library Šibenik

Of course, the library is a perfect place to make a wooden composter! In the library of the city of Šibenik 17 children (aged 12-14) had made a wooden composter in the library. It was given to the director of a nearby kindergarten so that the children could learn the importance of separating bio-waste from the earliest age and understand that doing this helps reduce the amount of waste.



#### Example #5: Library Slavonski Brod

The library in the city of Slavonski Brod decided to host a puppet theatre and offer their young users an ecologically themed performance to raise awareness of the necessity of environmental protection!



#### Example #6: Rijeka City Library

The instructive hiking trail Stribor Forest is a joint project of the local mountaineering society and the library. It combines reading and a hiking trail on the outskirts of the city. It is suitable for pre-schoolers to take their first hiking steps and listen to stories, surrounded by greenery.





### Example #7: Libraries across Croatia

And finally, we came to good old-fashioned bookshelves with eco-themed picture books! They can be found in many libraries across Croatia and the photo comes from the city of Zadar. Of course, children and parents are invited to take picture books, hide in a corner of the library, and enjoy reading stories together.



### Example #8: Zadar City Library

One lavender purple example comes from the city of Zadar. As the building of The Zadar City Library is surrounded by lavender, children and librarians harvest it and make bouquets and pillows.

### Example #9: Libraries across Croatia

Eco-themed storytelling takes place in the majority of Croatian libraries where librarians read eco stories to children, live and online - in accordance with measures to tackle the pandemic. You can see the photo of the storytelling activity via the Zoom platform, and of course, it shows how the activity was carried out around the world during the pandemic. This means that nothing can stop us from reaching children who want to listen stories!



### Example #10: Zagreb City Library

And the last of the presented examples of good practice comes from the capital of Croatia and from Zagreb City Library. Their Green Library project offers lectures and workshops, presentations of books, screenings of documentary films, events in public spaces, arrangement of library space and library environment, and exhibitions.



All these examples show that librarians inspire and enable new generations to build a sustainable society, protect the environment and create a better future!

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# Raise Up Radio

## Using Audio Programs to Promote Community Learning in Rural Public Libraries

**Sarah Evans**

Assistant Professor, University of North Texas, United States  
Standing Committee member of IFLA Libraries for Children and Young Adults Section

Raise Up Radio (RURL) engages and connects learners and libraries in uncertain times. Many people assume that students in the United States can easily move online to learn when civic buildings are forced to close by a pandemic, severe weather, or other emergencies. But rural-serving educators and librarians are keenly aware of the instability, low-quality, and expensive nature of internet access for their populations. In contrast, radio technology is a long-standing connective tool in rural areas, and it is used around the world to engage people in education. Funded by the Institute of Museum and Library Services, RURL combines radio and podcasting with family engagement. Families and public library staff collaborate to create a series of podcasts on science, technology, engineering, and math (STEM) topics of local concern using best practices for equitable engagement in learning. Local radio stations broadcast these programs while libraries provide activities to engage the broader community. This results in learning opportunities designed to meet the unique needs of each community.

### Year One Activities

The RURL pilot project started in high-need communities in rural sections of the American states of Texas and Alabama. These areas were targeted as Texas and Alabama consistently rank below the national average on both key economic indicators and access to technologies necessary for teaching and learning. In Year One, researchers at the University of North Texas and the University of Alabama formed a learning community with library staff from a rural-serving library in each state. Through regular online group meetings as well as visits to each location, the group explored the Connected Learning (CL) framework as the model for considering the learning needs of the families in their communities. The CL framework for learning is built on the premise that meaningful learning takes place at the intersection of interests, relationships, and opportunities, but also that learning takes place within the shared purpose and

practices of a group or community. The group also met with an advisory board of nationally recognized family learning scholars to guide their program design.

Following this exploration of best practices, each library recruited local families to co-design a series of podcasts that can be broadcast on local radio. Together, families and staff decided on topics and contacted local experts to interview. The interviews were conducted, recorded, and spliced into episodes to be broadcast on local radio as well as made available via the library and project websites. The families also created simple science experiment kits related to their topic. These were distributed throughout the local community to "listen and learn" along with the broadcast. Each pilot library approached the goal of co-designing a series of radio broadcasts in ways consistent with their structure, community interests, and local assets.



From a previous grant, the Pottsboro Area Library has a soundproof room for telehealth appointments. Through RURL, sound recording equipment was added, creating an effective recording studio for this project and beyond.

### Pottsboro Area Library

The Pottsboro Area Library is a physically small, independent library with a mostly volunteer staff that is rich with resources thanks to the previous library director's pursuit of grants. For RURL, staff talked with local families as they visited the library and decided on a single topic of interest – raising chickens at home. They advertised the program for both its content ("Want to join our chicken crew?") as well as the format ("Are you interested in podcasting and radio programming?"). This brought in children, teens, and parents with a range of skills. A local teacher who annually raises chicks in her kindergarten classroom served as the first guest speaker

to orient families to the topic. Staff also partnered with the local agricultural extension office to buy eggs and borrow an incubator, so library patrons could observe the process of growth and hatching. Through other contacts, staff were connected to an expert in podcast creation who could guide the families on the technical side of creating an episode. Two teen “digital navigators,” funded by another library grant, focused on writing episode scripts and editing audio content. This allowed the families to focus on identifying and interviewing experts, recording additional content, and creating related resources. The four podcast episodes were curated all at once to be delivered to a radio station on a set date.



Pottsboro staff purchased live chicken eggs and rented an incubator through the local agriculture extension office. Library visitors were able to monitor progress and learn more about chicken development.

### Tuscaloosa Public Library

Tuscaloosa Public Library is a system of three branch libraries, one of which is in a city and one of which serves a wide rural area. The project was launched in the rural-serving branch, where library staff decided to take the STEM concept and make each of their four episodes focus on a letter of the acronym. Staff created a menu of topics and young participants decided on what science, technology, engineering, and math phenomena interested them most - the science of audio, the technology of animation, the engineering of robotics/programming, and the math of animation and design. Guided by this, they contacted local citizens with experiences in the subjects, including local non-profit educators, college professors, university students, and entrepreneurs

with connections to the library. For example, one episode focuses on the science of sound and features an interview with a local guitar player and music shop owner. For technical expertise, the staff relied on an established partnership with a local radio station, first securing time slots for the broadcasts. Podcast episodes were curated one at a time by a library staff member and delivered to the radio station each week.



Tuscaloosa staff record a session explaining a bristlebot kit setup for one of their broadcasts.

### Looking Forward

The first year of the project demonstrated that this kind of program can be tailored to the local interests and community resources surrounding a rural-serving public library. For Year Two, four more libraries in Texas and Alabama will join the project. Staff in these new libraries will be mentored by library staff who ran the program in Year One. Everyone involved looks forward to how each new site will create a unique set of audio programs to extend learning into their community.

This project was made possible in part by the Institute of Museum and Library Services through IMLS Grant Number RE-250133-OLS-21.



# Strengthening Capacity through Access

## Libraries for All

### Razina Akhter

Head of Library / Librarian, Bangladesh Shishu (Children) Academy  
Standing Committee member of IFLA Libraries for Children and Young Adults Section

Enhancement of capacity through access to library entities by Bangladesh Shishu Academy (BSA). The aim of this project is to reach people with disabilities who are the underprivileged and mostly the dropouts, a critically underserved population in Bangladesh, to ensure their access in libraries.



Librarian Razina together with a visually impaired library user.

BSA is the apex body of the country dedicated to the cultural and creative development of children of all ages. The Academy's activities are supervised by the Ministry of Women and Children's Affairs which also provides the funding. It is assisted by writers, artists and cultural bodies and individuals who have made substantial contributions in their respective fields with a focus on children. The Academy ensures that children with special needs are included in all its activities. Using power of

library and books for physically and mentally challenged children to empower and develop self-confidence through specialized activities and initiatives.

There are some grey areas to implement the project in phases:

- **Phase I:** Recruitment, promotion and outreach activities
- **Phase II:** Easier Access to library for the special child and their parents
- **Phase III:** Formation of disabled child and parents' forum

The goal of the project is to reach out to the marginalized and underprivileged with special needs being dropouts, and to give those the opportunity to begin building their capacity through STEAM concept the integrated approaches of library. We strongly believe knowledge development can be an introduction to the marginalized being under privileged, and can provide enrichment with otherwise limited mobility and public interactions. The Government of Bangladesh has done a significant number of programs for outreach activities to a wide range of readers. BSA believes in empowering children with special needs, being underprivileged and dropouts as well. The initiative has opened a new field for the special child through specialized activities in libraries to contribute and give back.

Nowadays, the society is more open in accepting children with special needs. There are some government initiatives but we think this marginalized group needs extra care and specialized training to build their capacity.



Play and art based storytelling session with children at the pediatrics cancer unit of Dhaka Medical College Hospital.



We want to see more underprivileged to become self-reliant and also work in the mainstream campaign and advocacy networks. The integrated library initiatives will help them to develop their skills and livelihood too. We intend to continue providing assistance to run these so that the marginalized group can be informed about the benefits of library-based education. This will boost their confidence.



A library volunteer using sign language to tell popular story for deaf and mute children.

The membership of BSA would be one of the most achievable targets to keep the record of special children all over in Bangladesh as well through integrated approach of library-based activities as well.

Activities to be initiated:

1. Storytelling by Guest Speakers/ Volunteers of BSA
2. Painting/Arts from the selected stories
3. Developing the capacity of storytelling and writings
4. Developing numeric capacity and digital access to library information
5. Exploring creative skills
6. Parents forum and their special need to be initiated
7. To create a library-based platform for the special children in terms of blind, wheel chair users, deaf, down syndrome and autism
8. Publish newsletter which would be initiated by the special children
9. Integrated approaches of using library through multimedia for special children

10. Motivational session for both the parents and children and library management officials as well

BSA strongly believes that a library should not be limited to its traditional roles anymore. It should now work as a social hub and try to impact the community by engaging into activities other than just forming a reading habit amidst the youngsters.

### Project Outcome

This was a pilot project to initiative various activity-based learning and engagement sessions to engage different types of physically and mentally challenged children. The children have shown tremendous enthusiasm and great progress over the period of 3 years. Based on the outcomes, we will continue to scale up these initiatives. In the future, we will address other types of disabilities that was not covered in this project.



Children with special needs in front of a large crowd, performing a stage drama based on a popular poem.

# La Mascota Story Corner

## More than books

**Gloria Carrión**

Libros para Niños, Nicaragua

The National Children Hospital in Nicaragua, Manuel de Jesús Rivera, receives children in need of cancer treatment from 0 to 15 years of age. Many of these children come from remote areas of the country -one of the poorest in Latin America- Pressed by poverty, their parents dedicate their energy to the most diverse and exhausting means of survival which leave them with little energy and in no mood to spend time with the children. Thus, scarcity of resources will also imply for many of these children scarcity of family dialogue and of expressions of affection. Not to mention the lack of access to literature in their homes and probably in their schools. Several of them have probably never left their home before and come to the capital city for the first time.

When these children arrive to the Hospital, they find themselves in an unknown situation, without friends, brothers or sisters, subject to painful exams or treatments. Thus, they face feelings of fear, anxiety, pain and all the feelings that their situation can provoke in them while feeling surely alone. The situation is worse for those who have to remain in the hospital for longer periods of time and with little or no life expectancy.

## La Mascota Story Corner

The establishment of a “Story Corner” in the Hemato-Oncological department of the Hospital in 2016 has represented for many of these children the possibility of counting with a safe refuge and a friendly hand. The “Story Corner” is open from 8:00 a.m. to 4:00 p.m. four days a week. Amara, the reading mediator, takes care of children who are waiting for treatment, or diagnosis. In the afternoon, she visits and reads to children and their family relatives in the hospitalization wards stimulating the relatives to participate. According to their own expressions, children have found an opportunity for entertainment, friendship and affection through the books and readings mediated by Amara. This in turn, helps them to forget the pain, to identify and express their feelings and it helps them to overcome the frustration and sadness thus, helping them to deal with the sickness. The trust and friendship that Amara has built with the children has led them to confide to her, feelings and

thoughts that they have not shared even with their parents or the psychologist. Knowing these feelings in a timely manner has helped avoiding that a child quits his or her treatment, it has helped that another accepts eating more, or that his or her mood improves completely. Although hospital authorities originally approved the initiative of the “Story Corner” without paying attention to it or expecting any relevant results, today they value it as a valid therapeutical tool to improve patients’ quality of life and that it also helps to establish lines of communication and to favor the rapprochement between parents and children. Now, both, the Social Worker and the Psychologist demand the assistance of Amara, the reading mediator in difficult cases and in the Intensive Therapy ward.



## Key elements of the experience

- A broad and diverse collection of titles in the Story Corner to satisfy different preferences
- Identification and promotion of a special collection of stories related to the situation of the children (for example: *El pato y la muerte* - death. *Paso a Paso* -loss of limbs. *Los días raros* - adapting to a new place. *Solamente un poco de gripe* - sickness cycle. *Lom y los nudones* - hair loss. *Pastel revoltoso* - appetite.)
- The most important key element is a reading mediator motivated by affection, who will give the best of her performance when reading to the children. A mediator who will show empathy and build trust and friendship with the children. Without this, reading will not provide the same results, especially in these circumstances.



## The Story Corner

The *Story Corner* is a flagship project promoted in Nicaragua by Libros para Niños since 1995 as a specialized children community library in which children from vulnerable sectors can have access to a select and diverse children literature's collection. And in which, they can establish a free and open relation with books and enjoy an attractive, ludic and safe atmosphere. A reading mediator or *Story Corner* facilitator stimulates them, complying with the methodological approach: 1) Good Books, 2) Good Readings Aloud and 3) Freedom and time with the books for the children. Likewise, the principles guiding Libros para Niños' actions must be implemented:



- **Freedom:** Reading should be free from academic, moralistic, religious or any other type of ties.
- **Simplicity:** it should prevail in all actions keeping them in reach of any community member.
- **Affection** for the children is at the heart of all actions and it is a fundamental ingredient to create memorable moments.

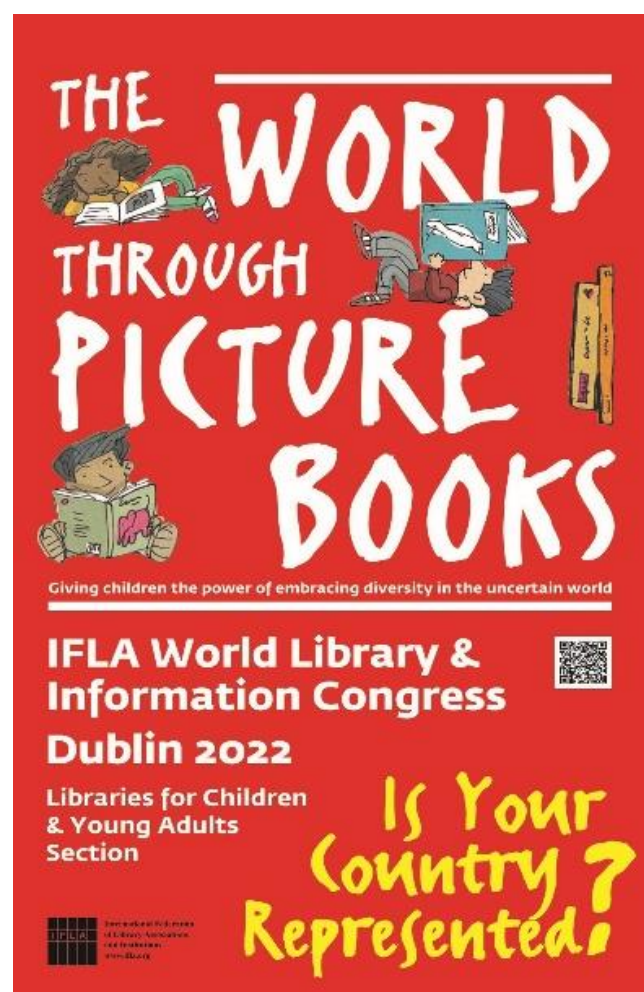
With the *Story Corner* project Libros para Niños has intended to influence positively the library and reading promotion concept implemented by schools, libraries, other Reading projects and parents in Nicaragua.

## The World Through Picture Books

Annie Everall, OBE

IFLA World Through Picture Books Joint Co-ordinator

The World Through Picture Books is an IFLA Children's & Young Adult Section programme that celebrates and promotes children's picture books across the world. Librarians selected their favourite books from their countries according to a set of criteria and the first edition was published in 2012, with a second edition published in 2015. Work is ongoing on a third edition. We would like to sincerely thank all those countries who submitted their lists by the original deadline. However, given the many covid challenges that libraries across the world have faced in the last two years, this had an impact on many countries being able to prepare and select their lists in time to meet the original deadline. Because we wanted to give those countries, the opportunity to still take part, the deadline was extended until the end of September.





A presentation about the World Through Picture Books was given by Emilie Bettega (France) and Annie Everall (UK), as part of the Children's and Young Adults Section programme at IFLA WLIC in Dublin. A poster session was also held, with an accompanying leaflet, designed by Yuko Nagano (Japan). As a result of this and a promotional campaign, a number of new countries have now submitted their list and our thanks go to them.



Claire Stuckey (Australia) and Annie Everall (UK) who are the editors of the third edition have been preparing each country list to be designed for the website and the designer has been working on creating the pages for each country. The English language for the reviews of each country is being proof read by members of the working group (Claire, Annie, Carolyn Rankin (UK) and Marianne Maartens (USA)). The home language for each country is also being proof read by each country co-ordinator. Once this is done, the third edition will be uploaded onto the website. The aim is to get the designing and proof reading done by the end of 2022 and the uploading to the website in the new year and a launch for the 3rd edition in the Spring of 2023

The wonderful Viviana Quinones, who with Annie Everall, was the joint editor of the first two editions, sadly

passed away and is much missed. The third edition will carry a memorial tribute page to her

Two exhibition collections featuring copies of the books in the World Through Picture Books catalogue will be held at the Bibliotheque Nationale de France in Paris, France and the International Library of Children's Literature in Tokyo, Japan. Publishers are in the process of sending copies of their books to Japan and France. Once the 3rd edition is launched, the two collections will be able to be borrowed and exhibited in other countries. For more information on the exhibition collections please contact:

For France: Emilie Bettega [emilie.bettega@bnf.fr](mailto:emilie.bettega@bnf.fr)

For Japan: Yuko Nagano [y-nagano@ndl.go.jp](mailto:y-nagano@ndl.go.jp)

The World Through Picture Books provides a wonderful opportunity to celebrate picture books from around the world and to share librarians' favourites. Here's an example from one of the Country Co-ordinators for you to enjoy!

#### Emiko Goeku, Japan : Guri & Gura



**I think this book could be said to be the most popular Japanese picture book. Every time I read this to children (at my library's story-hours, or nursery schools) they happily shout 'I know this book!!', and they (and I) enjoy this one book many times..**

For more information about the World Through Picture Books please contact:

For countries beginning A – J: Claire Stuckey  
[clairestuckeyWTPB@gmail.com](mailto:clairestuckeyWTPB@gmail.com)

For countries beginning K – Z : Annie Everall  
[annieeverallWTPB@alannie.co.uk](mailto:annieeverallWTPB@alannie.co.uk)

## Thank you!

Thanks for reading this newsletter from IFLA Section Libraries for Children and Young Adults.  
Follow our ongoing work here:

Website

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

Facebook page

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

Mailing list

<https://mail.iflalist.org/www/info/child-ya>

## Save the dates

Sister Libraries Webinar: 9 February 2023

Webinar about the Sister Libraries program.

Midyear Meeting: 24-27 May 2023

Section's hybrid midyear meeting in Singapore. All business meetings will be open for observers on Zoom.

More information about these and other upcoming events will be sent out on the mailing list.