



NEWSLETTER

SPRING/SUMMER ISSUE 2023

Edited by Salomon Hellman (Sweden), Huey Bin Heng (Singapore) and Ludy Rueda (United States)

Letter from the Chair



Marianne Martens, Ph.D.

Chair, IFLA Libraries for Children and Young Adults Section

Greetings!

We are excited to present our Spring/Summer 2023 newsletter with articles including one from IBBY Cuba promoting the Congreso Internacional Lectura 2023: “Para leer el XXI” which will be in Havana Cuba in October (highly recommended – I had the chance to participate in 2015), two articles from Mexico, including one on the benefits of K-pop at a Mexican library, an article on engaging teens in Worthington, Ohio, one on the expansion of school libraries in Türkiye and all the related benefits, information about our Section’s Sister Libraries Webinar from February, and an article about how “Evie” provides a revolutionary approach to combating the “Summer Slide” in Fort Collins, Colorado. Want to know more about Evie? You’ll have to read on!

As I write this introduction, our Section just completed our Midyear meeting in Singapore. Hosted by our Section member Huey Bin Heng at the National Library, we had inspiring business meetings filled with ideas for new projects, we visited libraries including the Punggol Regional Library, the Choa Chu Kang Public Library, a pop-up Manga Library in the City Square Mall, and we

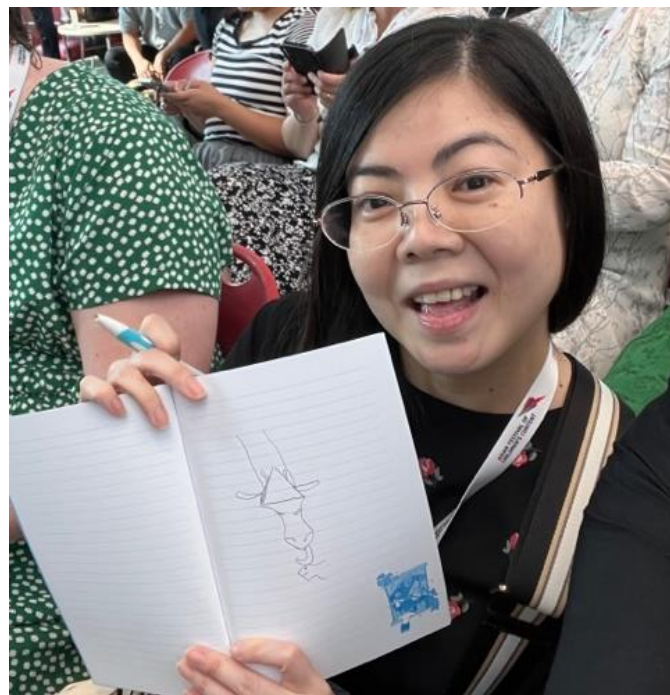
learned about Singapore’s history at the Former Ford Factory Museum. Our conference was scheduled to coincide with the Asian Festival of Children’s Content, and several of us presented at this lively conference, and we introduced the 3rd edition of the World Through Picture Books catalog, which will be launched at the World Library and Information Congress (WLIC) in August! A visit to Singapore is not complete without lots of “hawker” food, including a visit to the Newton Food Centre for chili crab and other local delicacies. We are grateful to Huey Bin Heng and all of her colleagues for an amazing Midyear meeting. Next year we will be in Croatia in March!



Pop-up Manga Library in City Square Mall, Singapore



Section Member Claire Stuckey presents highlights from The World Through Picture Books 3rd Edition



Huey Bin Heng following along with illustrator Daniel Miyares in his drawing demonstration



Section members with illustrator Daniel Miyares

Outreach connections points

Cultivating different ways for young users to experience the library

Desiree Thomas

Youth Services Librarian, Worthington, Ohio, United States

Library services can be an important part of helping adolescents develop the skills they will need to become thriving adults. Children and teens attend library programs, browse the shelves for reading material, and look to library workers for guidance both literary and personal. Comfortable chairs, the latest games, and library centric programs are only the beginning of creating a supportive environment for children and teens. Libraries can increase the effectiveness of their programs by partnering with other agencies that are also committed to serving young people. This article will examine one method of creating collaborative programming and provide some examples of outreach programs.



Effective programming begins with building a rapport with the young people that come into the library. Conversations with kids you see everyday can help you construct programs that align with their interest and that they are more likely to attend. Through chats with the teens in our library I learned that playing sports, creating art, making music, and dating were of great interest to them. Based on these conversations, I created the following programs using supplies the library had already purchased.

Athlete of the week - teen athletes would fill out a short questionnaire about their life as a student athlete. Their answers would be featured on the bulletin board in the teen room as the athlete of the week. The questionnaire was crafted to ensure that the teen's privacy was respected.

Artist in Residence - Teen artists would fill out a short questionnaire about the inspiration for their artistry and submit artwork to be displayed in the teen room.

I determined that the dating and music programs I wanted to create would require more resources to be successful. I partnered with a local police officer on the safe dating program and a family member facilitated the disc jockeying 101 course. These collaborations involved not only outside agencies but securing the support of our administration team. My experience in creating these programs led me to developing a planning model to help craft bigger outreach programs. I broke these tasks into planning, research, design, proposal, and launch segments.

I began planning my program by assessing the needs of the teens I wanted to serve and putting together a list of supplies needed for the program. Next, I conducted research to identify outside agencies and potential partners. The design phase was used to meet with potential partners to create the programming metrics we would use to measure the success of the program. The proposal would present program schematics for all participants. Then we launched the program. One such program created using this method was the teens technology program.

Assessing Need

Our library had a technology program that had seen a decrease in attendance. We continued to have a group of older adults who needed technology courses but couldn't attend because of the time these programs were offered. We were also seeing an uptick of internship directors who were trying to place teens at internship sites. Teens often needed community service hours to fulfill certain requirements for high school or academic honor societies. Their internships usually involved creating a presentation about a service project and learning the inner workings of the site they partnered with.

Research

The internship director at a local high school contacted me to determine if the library might be an ideal internship site. We met to discuss the requirements of the internship program. I decided to examine the possibility of partnering with another outside agency after meeting our potential intern and completing an assessment of the amount of work needed for him to complete his internship. Any outside agency would have to be relatively close to the library and provide a sufficient amount of hours for our interns service commitment. The senior center was located across the street from the library and their activities director was receptive to having teens teach technology courses at the center.



Design

Our intern would need to complete 144 hours of community service over the course of several months and complete a presentation. We determined that they would work 4 hour shifts every wednesday at the library with one of those shifts being dedicated to the technology program at the senior center. The senior center needed a dedicated helper and a monthly commitment to the program, an integrated digital calendar with reminders, and marketing help from the library. Our library needed a dedicated librarian to work with the intern and to have time allocated to attending and supervising the program. I asked our community relations

department to create a flier for the program that the senior center could use as promotional materials.

Administration Support

I presented the program to the library branch manager. I explained the program schematics, time requirement for staff, back up support staff we had already identified, access to the integrated scheduling calendar, and contact information for the outside agencies. We incorporated the feedback from the presentation into our program schematics.

Launch

The teens technology program began in the fall of 2017 and continued throughout 2019. Seniors signed up for the program at the senior center using the integrated calendar. Our teen interns learned from seniors about what life was like pre-technology and our seniors learned how to manage new technologies. The seniors also became aware of other resources available to them at their local library through this program.

Conclusion

Here are some examples of other programs I created using this model.

- Robotics Club program - I partnered with an 8th grade Science teacher to have his student robotics club bring their robots to our library.
- Photography 101 - I partnered with a photography shop and a staff photographer to teach teens how to use their cameras.
- Knitty Gritty - I partnered with the sewing and knitting shop next door to teach teens how to knit.

Creating this programming model helped me to better understand the needs of outside agencies and the internal workings of the library. Listening to the needs of teens was crucial to building successful collaborative programs.

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

La lectura, los libros, la biblioteca... y las mariposas

Emilia Gallego Alfonso

IBBY Cuba
Marzo 2023

Toda lectura implica una colaboración y casi una complicidad ~ Jorge Luis Borges

Mientras recibía la cálida invitación de la IFLA para compartir este artículo, mecánicamente encendí el televisor, y en cuestión de minutos, desfilaron ante mis ojos escenas de incendios forestales devastadores en Chile y Argentina, inundaciones y deslaves nunca antes vistos en Ecuador, Perú, Brasil e India, represión policíaca de masivas protestas en Francia e Israel, y más sucesos que, al parecer, no guardan una relación entre sí.

Mucho antes de que tuviéramos noticias teóricas del *efecto mariposa*, las mentes inquietas ya sabían que el solo hecho de acariciar o no el lomo de un animal querido puede incidir en el equilibrio de las fuerzas tectónicas en algún lugar remoto de nuestra Casa Planetaria. Cada suceso cubierto por el noticiero de ayer, de hoy o de mañana, cada golpe de nuestra respiración, cada hacer o deshacer de nuestra voluntad, está directa o indirectamente relacionado y es fruto de la condición humana.

Diseñamos, construimos y mantenemos sistemas básicos que conforman, marcan y definen nuestra humana existencia cultural. Claro ejemplo lo son la educación, la escuela y la biblioteca.



La concepción sistémica de la cultura como un macrosistema de comunicación, nos permite situar a la lectura como eje fundamental de la humanidad. En un sentido aún más amplio, la lectura se identifica con la comprensión, la trasmisión, la remodelación y el desarrollo de la cultura, ya que solo mediante la aprehensión de los mensajes culturales se pueden realizar las funciones básicas para la existencia de las sociedades y de la biblioteca.



Sin embargo, aún en ese contexto sistémico esencialmente favorable, la biblioteca sigue debatiéndose por existir y respirar todo el oxígeno que merece y necesita para poder ser el reservorio dinámico y vivo de la memoria, el recinto acogedor y el espacio de posibilidades infinitas para la colaboración y la complicidad.

Urge afinar nuestros sentidos y tensar el corazón, porque solo así podremos escuchar, en su sentir más íntimo, su declaración de **resiliencia** -- esa capacidad privativa de lo humano de vivir la adversidad y en ella, medirse, como nos enseñara Martí, el cubano universal - “por el tamaño de los obstáculos que somos capaces de saltar”. Y consecuentes, debemos asumirla y defenderla como un espacio insustituible para el desarrollo de un pensamiento y criterio propios.



Si colaborar es contribuir, vale la pena recordar, que en el desvelo de una inquieta noche, el sistema de Congresos Internacionales **Lectura Para leer el XXI**, asumió su sueño por ser y existir y junto a tantos otros soñadores, lo hizo realidad en octubre de 1999.

Lectura Para leer el XXI perdura, porque cree en sí misma, convencida de que sí es cierto que un texto sabe algo y nos lo dice y lo escuchamos y le encontramos el sentido y le damos su valor, estaremos más cerca y capacitados para conocer las fuerzas del mundo y poner a trabajar a toda máquina, con la fuerza mayor, el amor, y evocarle como sugiere Nilma Lacerda, un par ideal, la competencia que el amante necesita para lograr que su amor hable: competencia de gestos, de palabras, de técnica, para que el sujeto de su amor pueda leer sus sentimientos. Leerlos y, por supuesto, escribir, juntos, la historia de ese amor.

Este congreso es un trabajo conjunto del Comité Cubano del IBBY y la Cátedra Latinoamericana y Caribeña de Lectura y Escritura, con el auspicio del International Board on Books for Young People (IBBY) y el coauspicio del Centro Regional para el Fomento del Libro en América Latina y el Caribe (CERLALC-UNESCO); la Agencia Española de Cooperación Internacional para el Desarrollo (AECID); el Instituto de Artes del Espectáculo de la Facultad de Filosofía y Letras de la Universidad de Buenos Aires; el Instituto Emilia; la Editorial Jacarandá; la Unión de Escritores y Artistas de Cuba (UNEAC); el Instituto Cubano de Investigación

Cultural Juan Marinello (ICIC); el Observatorio Cubano del Libro y la Lectura; el Ministerio de Cultura de la República de Cuba (MINCULT); el Instituto Cubano del Libro (ICL); el Instituto Cubano del Arte e Industria Cinematográficos (ICAIC) y el Proyecto Palomas, entre otros organismos e instituciones nacionales y extranjeras.

La lectura puede hacer mucho en la formación y consolidación de dicha opinión: la de un ciudadano lector, lúcido y dueño de su *ser*, conocedor reflexivo de su *deber ser* y capaz de forjarse un *ideal* de vida verdaderamente humano.

La lectura debe estar ahí, para permitirle a cualquier ser humano tener acceso a la gama infinita y diversa de alternativas que la no menos rica reserva de informaciones le brinda. Para que pueda decidir qué escoge para su vida: desde los alimentos que ingiere, hasta como debe ser el país en que quiere vivir.



Lectura Para leer el XXI ha tejido una red que va más allá de ella misma, cuya calidad académica y validez teórica permiten el establecimiento de líneas de investigación, estudio de discrepancias y originales puntos de

discusión. Pero su activo más valioso está en las personas, en las entrañables amistades tejidas, en esta telaraña irreductible que conceptúa, discute, retoma y re-inventa.

Del 23 al 27 de octubre, se llevará a cabo la décima primera edición del **Congreso Internacional Lectura 2023: Para leer el XXI**, en La Habana, Cuba. Este espacio presentará una agenda académica cargada de foros, conversatorios, coloquios y talleres sobre las bibliotecas, la lectura para niños y niñas, el arte, el bienestar del ser humano, la cultura, entre otros, el cual se realizará junto al **XI Taller Internacional IBBY «Para los niños trabajamos»**

Aquí estamos, a pesar de los pesares vividos por todos desde el 2018, fecha de su última edición. ¡Regresamos por más! “Por una cultura del decoro”, y haciendo un llamado a las bibliotecas: **¿Cómo piensa su presente la biblioteca? ¿Qué buscan en ella nuestros niños y jóvenes? ¿Qué se propone lograr mañana?**

Para más información sobre inscripciones, fechas y requisitos: <https://ibbycuba2023.webnode.es/>



Ilustración: Nelson Ponce Sánchez

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

Periodismo, crítica y mediación lectora

Linternas y bosques, un blog, una comunidad

Adolfo Córdova Ortiz

Periodista y escritor, México

Abril 2023

Periodismo cultural, crítica literaria y mediación lectora son, para mí, complementarios. Incluso, quizá, diferentes formas de responder a un mismo tipo de preocupación o compromiso social y artístico.



LINTERNAS Y BOSQUES

www.linternasybosques.com

El periodista observa, cuestiona e investiga para informar sobre ciertos temas, traducidos en hechos; quiere acercarlos a la gente porque cree relevante que se conozcan e intenta hacerlo desde muchas perspectivas, busca ser objetivo o asume la subjetividad como un valor en lo que comunica. Es una suerte de mediador y crítico.

El crítico literario lee y cuestiona, selecciona y contrasta, señala un pasado, propone continuidades y rupturas en una tradición, esboza tendencias, vanguardias, para analizar más profundamente la creación literaria; pero también quiere llegar a alguien, formar a otros lectores críticos, dialogar con la propia literatura y con un lector modelo. Tiene algo de periodista y mediador.

El mediador, en nuestro campo, lee, selecciona y difunde con una mirada sensible a un lector particular, comprometido socialmente. Traduce sus experiencias

de lecturas en nuevas experiencias de lectura, en encuentros, hace pequeñas historias con las historias (adapta, juega, conecta, entrecruza a partir del libro). Es una suerte de periodista y crítico.



Foto de Humberto Hernández

Quizá el rigor en el análisis y la investigación, que comparten desde hace tiempo la crítica y el periodismo, sea el aspecto que más pueda aportar a la profesionalización del fomento a la lectura. Ambos se escriben, y ese tránsito del pensamiento a la palabra escrita implica cierta pausa, una relectura permanente de lo leído y observado, de lo interior y exterior; balance, autorreflexión, corrección y edición sobre la marcha, ejercicios que no siempre tienen lugar en la mediación.

El fomento a la lectura, y esto sí la diferencia de los otros, está más volcado a la acción que a la reflexión sobre la acción. Es, en el mejor sentido, activismo. Requiere mucha participación y más participantes, por eso acepta entre sus filas a personas de cualquier formación, es más incluyente e indulgente, promueve espacios más abiertos, se adapta a la vida que le toque (al libro y al espacio que haya), porque tal vez sólo tenga esa oportunidad, ofrece una recompensa inmediata (el placer del intercambio con los lectores) y casi siempre opera como voluntariado.

Muchas de estas cualidades pueden ser también defectos cuando pensamos en la profesionalización. El entusiasmo repentino, toda esa apertura, la visión a corto plazo y la falta de remuneración a veces banalizan la práctica: el libro que sea, un ratito nomás (aunque sea 20 minutos al día), no importa si no hay continuidad ni

registro, porque está bien visto, para cumplir un objetivo institucional... (Y aquí este tipo de mediación encuentra eco con una manera de editar libros para niños, niñas y jóvenes, pero esa es otra historia).



Al final, el periodismo y la crítica pueden reforzar la revisión atenta y actualizada de la creación artística, de la literatura, entre mediadores de lectura, y dar pie a la reflexión y al estudio sobre su práctica. Las buenas intenciones bien meditadas y encauzadas significan y sirven más y llegan más lejos.



Aportar a esa formación y mirada crítica, pero también compartir el entusiasmo por la lectura, la literatura y los libros es uno de los principales objetivos de este blog. Convocar a lectores con alma de periodistas, investigadores, creadores, críticos y mediadores.

Érase una vez un blog

En 2008, cuando entré a trabajar al periódico Reforma de la Ciudad de México descubrí el mundo de los libros para niños, niñas y jóvenes, y fue un flechazo; muy pronto empecé a reseñar novedades, entrevistar a autores y reportear eventos vinculados a la literatura infantil.

Reforma contaba con un semanario infantil bastante único: Gente Chiquita, que tenía muchísimos lectores (un tiraje de unos 150 mil ejemplares cada sábado) y daba especial importancia al arte y a la lectura crítica (desde el semanario se convocaban concursos anuales de dibujo y cuento e incluso había un consejo editorial infantil que sesionaba mensualmente para criticar y sugerir contenidos).



Foto cortesía Adolfo Córdova

En 2012, decidí que formalizaría el flechazo y renuncié al periódico para hacer un máster en libros y literatura infantil y juvenil. Seguí colaborando de manera externa con el diario, lo hice hasta el año pasado, pero cada vez se fueron limitando más las secciones en las que me interesaba escribir. De hecho, poco después de irme, los directivos del periódico cancelaron Gente Chiquita (en realidad fue transformándose en otras secciones y hoy es una revista mensual llamada Genial, pero su alcance y operación cambiaron drásticamente).

Como ya no tenía dónde escribir con regularidad sobre el tema decidí abrir un espacio propio. Esto conectaba con un antiguo deseo de independencia laboral y con mi propia tesis de licenciatura, que era una defensa de los medios alternativos o ciudadanos en la forma de una revista de arte y naturaleza. Además, en 2013, había terminado ya el máster y me sentía con más herramientas para lanzar un blog así: de periodismo especializado en literatura infantil y juvenil. No había visto ninguna propuesta mexicana de este tipo todavía y sin duda crecía el público al que podía interesarle. De forma que el 4 de enero de 2014 lo lancé. Pronto el blog cumplirá diez años.



Esta comunidad lectora ha crecido mucho, el primer año, el blog recibió 16 mil 535 visitas de 9 mil 513 personas. Desde entonces, y 235 entradas después, Linternas y bosques ha recibido 2 millones 288 mil 983 visitas de un millón 296 mil 437 personas de 137 países. Atribuyo este crecimiento a la constancia en las publicaciones, la colaboración de expertos invitados, la presencia en redes sociales, la circulación de mis artículos en otros medios y mi participación virtual y presencial en actividades diversas que tienen su ancla conceptual siempre en mi blog y con esa mirada que entrecruza periodismo, crítica y mediación lectora.



Es, también, una bitácora de lo que leo, pienso y pongo en práctica y, en ese sentido, y frente a la abundancia de contenidos efímeros, videoreseñas de 30 segundos o tuits que recomiendan libros sin razones, me parece que la escritura de blogs sigue siendo una gran herramienta, que funcione como centro de operaciones, para formar comunidades lectoras de espíritu crítico, periodístico y creativo.

The following article from Mexico is in **Spanish** – one of the seven official languages of IFLA. Translation in **English** follows.

Bibliotecas K-popers

Áurea Xaydé Esquivel Flores

ATINY de corazón, Biblioteca Alaíde Foppa, México
Abril 2023

¡El K-Pop se ha apoderado de nuestra biblioteca! Y no pasa un día sin que demos gracias por ello. Permítanme explicarles por qué.

La Biblioteca Alaíde Foppa de la Unidad de Vinculación Artística del Centro Cultural Universitario Tlatelolco de la UNAM nace y funciona como biblioteca comunitaria en una región marcada por los movimientos sociales y la resistencia civil. La nuestra es una biblioteca dedicada a ser un refugio sobre todo para que infancias y juventudes sientan que pueden ser ellas mismas y puedan explorar en comunidad lo que las hace felices.

Así, a finales de 2019, cuando un par de chicas -recién egresadas de la licenciatura en Letras Hispánicas- se acercaron para proponer un espacio donde jóvenes que escuchan pop coreano (*k-popers*) pudieran compartir su amor por sus grupos favoritos, su música y performance al tiempo que pudieran discutir desde diferentes perspectivas sociocríticas, no lo pensamos dos veces.



Cartel de una de las primeras sesiones de 2021 para las actividades virtuales.

“K-Pop Stories”, coordinado por Arleth Beltrán y Ariadna Castillo bajo el sello de su colectivo K-Chingu Project, nos presentó un abanico extraordinario de posibilidades artísticas y, sin sospecharlo, también nos hicieron darnos cuenta de las similitudes entre la labor

bibliotecaria y la labor de cualquier fandom (grupos de fans) de k-pop.

“¿Cómo es eso?”, se preguntarán. Pensemos en algunos de los principios que identifican a una biblioteca pública en términos sociales:

- tiene que ser un espacio plural donde tengan cabida diferentes perspectivas (eso es un fandom, cualquiera puede formar parte de).
- debe abonar a la formación de comunidad, es decir, que las personas se sientan bienvenidas y puedan encontrarse y compartir sus intereses (los fandoms suelen ser muy generosos y entusiastas para presentar a sus grupos y manejan diferentes dinámicas dependiendo de la plataforma de comunicación).
- debe ser un espacio de memoria y actualidad donde se produzcan diálogos intergeneracionales entre materiales de lectura clásicos y lo más nuevo (al haber cuatro diferentes generaciones de artistas de K-Pop y al ser un fenómeno intermedial que abreva de muchas corrientes estéticas, hay constantes diálogos y encuentros)
- tiene que promover la democratización de contenidos, que haga evidente su función social de proveer información y recursos que, de otro modo, serían inaccesibles para la mayoría de la población (al ser un pasatiempo caro y con barreras lingüísticas, las fans han creado redes de traducción y distribución que, si bien pueden resultar cuestionables para algunos sectores, fomentan el crecimiento y fortalecimiento de los grupos y sus respectivos fandoms)
- debe ser capaz de fomentar la creatividad y profesionalización de sus usuarios (las propias dinámicas de expresión afectiva de las jóvenes abren vetas creativas desde el fanart, fanfiction, video ediciones, covers de baile, etc...)

Por supuesto, lo hemos visto, no todo es miel sobre hojuelas; hay situaciones problemáticas que también nos hacen reflexionar sobre los propios vicios del quehacer bibliotecario (y que es historia para otra ocasión).

Sin embargo, los fandoms de k-pop, sobre todo de las nuevas generaciones, cuentan con un elemento particular que nos parece fascinante y, a veces, envidiable: la capacidad de organización y coordinación para lograr metas a escala masiva. ¿Lograr 20 millones de vistas de un video en menos de 24 horas? Lo pueden hacer. ¿Lograr una tendencia con cientos de miles de menciones en redes sociales? Lo pueden hacer. ¿Lograr votaciones coordinadas a pesar de las diferentes zonas horarias del mundo? Lo pueden hacer. El poder de las k-popers es tema serio y debe ser reconocido como tal. ¿Se imaginan qué pasaría si las bibliotecas aprendieran a aprovechar las mejores prácticas de las k-popers?

Así pues, la colaboración con K-Chingu Project ha impulsado a la Biblioteca y parte de su personal a no sólo albergar actividades, sino a salir y compartir con jóvenes en diferentes espacios, físicos y virtuales, y a pensar en nuevas maneras de abordar el tema.

propuesta artística cuenta la historia de unos jóvenes piratas interdimensionales que defienden las artes y las emociones de un gobierno totalitario y que se construye a partir de la reinterpretación de diversas fuentes literarias y filmicas, entre otras.



Sesión de “K-Pop Stories” de marzo de 2023, dedicada a los Girl Groups (grupos femeninos) y la experiencia de ser adolescente.

TLA TELOL
CO

MIRAR LIBRITOS
¡ÁLBUMES!

¿Platicamos al respecto?

Los álbumes de K-Pop, como los libros, también se leen. Por ello, en esta ocasión compartiremos nuestras preguntas, inquietudes y lecturas en torno a estos objetos, buscando establecer un diálogo intergeneracional entre fans y mediadorxs de lectura en torno al K-Pop y lo que representan los álbumes físicos.

MARTES 11 DE ABRIL | 18:00 HRS.

ACTIVIDAD PRESENCIAL Y VIRTUAL
Entrada gratuita. Cupo limitado.

Biblioteca Alameda Federal
Ricardo Flores Magón 1.
Cal. Nonoalco-Tlatelolco
C.P. 06995

GU

scultelolco

culturalUNAM

¿Qué podemos ofrecer como personal bibliotecario DENTRO de la biblioteca? Acercamientos honestos, organizados y actualizados en espacios seguros. Una propuesta fue nuestro círculo de lectura/escucha dedicado a ATEEZ (eitís), un grupo que debutó un 24 de octubre, Día Internacional de las Bibliotecas, y cuya

También podemos combinar diferentes actividades para fomentar el encuentro de comunidades que no suelen coincidir. Tal es el caso de nuestra sesión especial entre “K-Pop Stories” y “Mirar Libritos”, actividad abierta para mediadores de lectura (tanto en formación como profesionales) coordinado por la especialista Carola Diez, que consiste en compartir acervos, discutirlos y generar nuevas listas bibliográficas.



¿Qué podemos ofrecer como personal bibliotecario FUERA de la biblioteca? Nuestro tiempo, nuestros conocimientos y experiencia para lo que se necesite. A título personal he tenido el gusto de apoyar a la fanbase (club de fans) de ATEEZ de México con traducciones, correcciones editoriales, lecturas en voz alta y orientación literaria. Recuerdo los spaces de Twitter organizados por las jóvenes y aún siento la alegría de su escucha atenta,

sus cotejos, análisis, relaciones intertextuales que encontraban y cómo se transformaban sus horizontes de expectativas conforme hablábamos.

¿Qué pasa cuando colaboramos con nuestros usuarios (incluso quienes no saben que lo son)? Nos damos cuenta de que hay grandes lectores en todas partes y que leen cosas distintas; que, por enésima vez, la biblioteca no puede limitarse a los confines del libro o al edificio.

¿Para qué estamos los bibliotecarios si no es para poner nuestro amor y conocimientos al servicio del público?

<https://tlatelolcounam.mx/uva/bibliotecaalaidefoppa/>

English translation of the previous article.

K-Popper Libraries

Áurea Xaydé Esquivel Flores

Dedicated ATINY, Biblioteca Alaíde Foppa, Mexico

April 2023

Translated from Spanish by Ludy Rueda

K-Pop has taken over our library! And not a day passes without us being thankful for it. Allow me to explain why.

The “Alaíde Foppa” Library of the Artistic Vinculation Unit of the University Cultural Center of Tlatelolco of the National Autonomous University of Mexico (UNAM) was born and currently operates as a community library in the midst of a region known for its social movements and civil disobedience. Our library is dedicated to be a haven for children and young adults in particular, so they can feel safe to be themselves and able to

So, at the end of 2019, when two young women, just graduated from a BA in Hispanic Literature, came to propose an activity where other youth who listen to Korean pop music (k-poppers) could share their love for their favourite groups, their music, and performance whilst they could discuss from different perspectives, we didn't think twice.



Poster of one of the first virtual sessions in 2021.

“K-Pop Stories”, coordinated by Arleth Beltrán and Ariadna Castillo under their “K-Chingu Project” signature, introduced us to an extraordinary plethora of artistic possibilities and, without knowing it, they also made us realize the similarities between our library work and any K-Pop fandom work.

“How’s that?”, you might wonder. Let us think about some of the principles behind any public library in social terms:

- It has to be a plural environment where there can meet different perspectives (that’s what a fandom is, anyone can be part of it).
- It should contribute to the formation of the community, in other words, it must make people feel welcome and encourage the encounter to share their interests (fandoms are usually very generous and enthusiastic when they introduce their groups to other people and they manage different dynamics depending on the platform they’re using to communicate).
- It must be a space for memory and current affairs where intergenerational dialogues take place between classic reading materials and the novelties (since there are four different generations of k-pop artists and as it is an intermedial phenomenon that draws from many aesthetic currents, there are constant dialogues and intergenerational encounters).
- It ought to promote the democratization of contents; it has to make evident its social function as a provider of information and resources that would otherwise be inaccessible for the majority of the population (being an expensive hobby with linguistic barriers, the fans have created translation and distribution networks that, although they may be questionable for some, encourage the growth and strengthening of the groups and its respective fandoms).
- It should be able to encourage creativity and professionalization of its patrons (the dynamics of affective expression of the young fans themselves open creative veins through fanart, fan-fiction, video edits, dance covers, etc.).

Of course, we’ve seen it, not everything is sunshine and rainbows; there are problematic situations that also make us reflect on the very shortcomings of the librarian work (but that’s a story for another occasion.)

However, K-Pop fandoms, especially newer generations, have a particular element

that we find fascinating and, at times, enviable: the ability to organize and coordinate to achieve goals on a

massive scale. 20 million views of a video in less than 24 hours? They can do it. Achieving a trend with hundreds of thousands of mentions on social media? They can do it. Achieve coordinated voting across time zones around the world? They can do it. The power of k-poppers is a serious business and should be recognized as such. Can you imagine what would happen if libraries learned to leverage the best practices from k-poppers?

Thus, collaborating with K-Chingu Project has driven the Library and part of its staff not only to host certain activities, but to share with young people in different spaces, both physical and virtual, and to ideate new ways to address the subject.

What can we offer as library staff INSIDE of the library? Honest, organized, and updated approaches within the confines of a safe space. One possibility is our reading/listening circle dedicated to ATEEZ, a boy group that was debuted on October 24, International Day of Libraries, and whose artistic proposal tells the story of young interdimensional pirates who defend the arts and emotions from a totalitarian government and is built from the reinterpretation of various literary and film sources, among others.



We can also combine different activities to propitiate the encounter of communities that do not usually coincide. Such is the case of our special session between "K-Pop Stories" and "Mirar Libritos", an open activity for reading promoters (both trainees and professionals) coordinated by the specialist Carola Diez, which consists of sharing collections, discussing them, and generating new bibliography.

What can we offer as library staff OUTSIDE the library? Our time, knowledge, and experience for whatever is needed. On a personal note, I have had the pleasure of

supporting the ATEEZ fanbase in Mexico with translations, editorial corrections, read-alouds, and literary guidance. I remember the Twitter spaces organized by the young women behind the fanbase and I can still feel the joy of their attentive listening, their comparisons, analysis, the intertextual relationships they found, and how their horizons of expectations changed as we talked.



What happens when we *collaborate* with our patrons (even those who don't know they are)? We realize that there are great readers everywhere and that they read different things; that, for the umpteenth time, the library cannot be reduced only to the book or the building.

What are we librarians for if not to put our love and knowledge at the service of the public?

<https://tlatelolcounam.mx/uva/bibliotecaalaidefoppa/>

Children's Well-Being and Self-Improvement is Possible by Establishing School Libraries

Sevgi Arioğlu

Koç School Libraries Manager, Türkiye
Standing Committee member of IFLA Libraries for Children and Young Adults Section

The eyes of every person who steps into libraries shine with the excitement of change and self-discovery, their minds and hearts are strengthened with the energy of life with the motivation created by researching what they are curious about and the joy of being one step closer to achieving their future goals. The libraries are magical places that not only contribute to the academic, social and cultural development of people, but also to their well-being and belonging to the community they live in. Individuals, institutions and non-governmental organizations that believe that libraries are an important place of learning and development, especially in the lives of children and young people, establish school libraries in collaboration. This article shares the stories of inspiring library projects that have the power to change and transform their communities.



Mustafa Güzelgöz, "The Librarian with a Donkey"

As in every country in the world, people living in some cities in Türkiye have much more limited opportunities compared to big cities due to geographical structure, economic factors and being a rural region. I would like to talk about a librarian who took to the road with his bicycle to give hope to the dreams of children who have

limited services in education, social, cultural development areas and libraries. The Cycling Librarian Hakan Yücel¹, inspired by Mustafa Güzelgöz, “The Librarian with a Donkey”, who provided book lending services to the villages in the Ürgüp region on horses, donkeys and mules in the 1950s, took library services to the village schools of Bitlis with a trailer mounted on the back of his bicycle as a volunteer, independent from his institution, on his days off and holidays. Travelling 1,779 km to 46 different village schools he has delivered nearly eight thousand books to village children, with the help of donations from publishers, librarians and other volunteers. He has instilled reading habits in children in village schools and increased awareness and respect for the profession of librarianship. This is a valuable project to overcome the inequality caused by the fact that village children have fewer opportunities than urban children, and it received an award in the field of those who change society and make a difference.



“The Cycling Librarian” Hakan Yücel on the road

“No School Without a Library” is a big project initiated by the Ministry of National Education in Türkiye in 2018 with the goal of providing a library for every school in the country by the year 2023. Many schools in rural areas did not have access to books or the resources needed to build a library and this made it difficult for students to develop strong reading skills and to succeed in their studies. The Ministry of National Education began to work with non-governmental organizations, private companies, and volunteers to establish school libraries

across the country. As of 2021, over 32,690 schools across Türkiye have libraries, and the project has helped to distribute over 15 million books.



Yukarı Dikme Primary and Secondary School Library

Activist Nurcihan Avcı runs a project to build school libraries in eastern Türkiye. As part of “No School Without a Library” she is an inspiring example of the power of collaboration and community involvement in promoting education and literacy. As a birthday gift to her book-loving husband, she built a library and computer lab for a school in Van, near the Iranian border. Turkish Librarians Association’s Istanbul branch acted as a consultant of the project. The library, which has shelves, playgrounds, desks and a computer area with a capacity of 5,000 books, has initiated a major change in the school community. During the library week, writers’ activities, creative writing workshops and online interviews with guests from different professions were organized. For students with artistic skills, musical instruments and materials for painting were provided. Library literacy competencies and reading habits of children were increased with a qualified librarian. The bond established between the librarian and students waiting in line to borrow books during breaks reflects the value added by the project to the school community. For sustainable development and change, regular meetings are held with the school principal, teachers and students, and efforts are continued to ensure that students grow up as conscious citizens of the world.

Solidarity platforms and clubs at universities and high schools are conducting highly competent studies to establish school libraries, too. The Koç University Volunteers Awareness Group has been building school

¹ <https://www.farkyaratanlar.org/en-us/changemakers/hakan-yucel-the-cycling-librarian>

libraries regularly since 2007 to create equal opportunities in education. The Medeniyet University Information Community has carried out two library projects in which students can study with their teachers, practice reading, improve their library literacy skills, and develop sympathy for libraries through various activities and games. The Meryem Bahadır Library Project was managed by a university student group who classified, labeled, and registered the books into the library automation program. In addition to university students, vocational high school students are also involved as stakeholders in the "No School Without a Library" project. In Şanlıurfa, new libraries were established in schools with furniture, shelves, tables made by vocational high school students. Thus, high school students, who improve their skills by applying their vocational education, also contribute to the establishment of libraries that benefit society.



Cumhuriyet Middle School

As Ken Robinson discusses in his book "The Element", every person should have the right to access the opportunities that will enable them to reach the peak of their creativity and success. "The Element" is where a person's talent and passion meet. Libraries, books, librarians, information resources are unique places that help people discover their "element" and offer them a variety of opportunities. As the number of libraries and the services they offer increase, the future of our children will be enlightened with hope.

Webinar: Sister Libraries for Children and Young Adults

Tone Larssen Rogne

Coordinator, Sølvsberget bibliotek og kulturhus, Stavanger, Norway
Standing Committee member of IFLA Libraries for Children and Young Adults Section

On February 9, 2023 the Sister Libraries working group of the IFLA Libraries for Children and Young Adults Section organized a webinar about the Sister Libraries Programme. The programme unites libraries working with and for children and young users and helps them building partnerships, exchanging views and experiences, collaborating and developing joint initiatives for children's and young adults' reading.

The webinar presented successful joint projects of past years, current and future planned, and showed the range of possible projects and activities for participants of the programme.

The first presenter was Desiree Thomas, Youth Services Librarian in Columbus Libraries, Ohio, United States. She has been working as a young adults' librarian for 24 years, and communicated with teens to know what they are interested in, and four most popular topics (food, school, sports and dating) and carried out several programs according to them. Her main summary was:

- Connect with the young people at your library via conversation.
- Connect with the talented staff at your organization for programming ideas.
- Partner with your administrative departments for success.
- Create a mix of inreach and outreach programming for young people.

The second speakers were Maria Alekseeva, Russian State Library for Young Adults (RSLYA), Moscow, Russia and Britt-Marie Ingden-Ringselle, Stockholm Public Library, Stockholm, Sweden. Their libraries - Youth Library PUNKTmedis, Comics Library Serieteket and RSLYA have been collaborating since 2010. Together they presented various programs they carried out together. They started with a photoblog over 365 days where they shared highlights of a day from their libraries to get to know each other better. They also did

staff exchanges, YA book exchanges, book exhibitions and workshops, and kept communication virtually during the pandemic.

Their connection also brought a good side effect; as they built a strong connection and have good knowledge of the staff of each other's library, they can always find speakers or experts for international events. 'Being a Sister Library is like a never-ending story' said Britt-Marie. 'And the first step could be a small step' answered Maria, and encouraged the participants to start to build a partnership with other libraries as Sister Libraries.

The third presenter was Jasna Brkic, Senior Librarian, Children's Department, Belgrade City Library, Belgrade, Serbia. She introduced her library and various programs and activities collaborating with other organizations/associations of the community, volunteers, and other libraries in the country.

For example, when her library started a makerspace, they invited specialists from the citizen association and university students for tech programs for children. Other activities were like; theatre play for kids collaborating with young actors, inviting authors and writers via the connection with publishing house, carrying out children's picture exhibition after they had a program with the Institute for Public Health, inviting a library user's mom who is a clay artist for children's art class, and so on. She also introduced 'online poem-recitation competition', a collaborating program of 10 Serbian libraries.

Jasna concluded the key is 'to find the right person' and said now she would like to collaborate with libraries of other countries as Sister Libraries.

The last speakers were Robin Gibson, Youth Services Manager, Westerville Public Library (earlier), Early Literacy Center Manager, Fairfield County District Library (since January 1, 2023), Ohio, United States and Maria Alexiusson Director, Gislaved Library, Deputy Head of Culture in Gislaved, Sweden. They have been working together as Sister Libraries since 2011 and have presented their collaboration at the World Library and Information Congress (WLIC) in 2016. They introduced several recent activities they have done together. One of them is Virtual Book Club, which is for 11-18 years old

children, and the teens of both libraries got together via Zoom and talked about their daily life, and about two graphic novels.

For younger children, they came up with an idea of 'Story Trail' together. They each picked up a wordless picture book, and put them page by page on the sidewalk, so that children can follow the story by seeing the pictures, and find out the difference between their cultures.

Robin also explained there was a good effect on the collection building of her library by visiting Maria's library; she got a hint from how they display and promote the world language books and improved her own library's world language books collection.

They conclude by saying that it takes time for these partnerships to build. Sharing of ideas for programming & services happens over time. Those involved gain fresh, different perspectives on library issues & beyond. There will be surprises but it will be rewarding, fun and strengthens relationships.

How can you join?

1. Register: fill in and send the online registration form.
2. Find libraries that interest you in the list of participating libraries and make connections with them via email. (New website to be launched soon).
3. Once the partnership is decided, inform the Information Coordinator (The list of participating libraries will then indicate that the libraries have been "paired")
4. You do not have to be an IFLA member to join the programme.
5. Participants can be public libraries, school libraries or organizations working with libraries.

IFLA Sister Libraries working group: Anton Purnik, Maria Alekseeva, Maria Alexiusson, Emiko Goeku, Razina Akhter and Tone Larssen Rogne.

See the webinar on Youtube:

<https://www.youtube.com/watch?v=z5ZNepF8oYw>

The following article is in **Spanish** – one of the seven official languages of IFLA. An **English** version follows.

Programa móvil de verano

Un planteamiento revolucionario a las necesidades de una comunidad

Irene Romsa y Ludy Rueda

Bibliotecas Poudre, Fort Collins, Colorado. Estados Unidos

Abril 2023

En los Estados Unidos, las vacaciones de verano pueden durar hasta 3 meses. Para muchos niños y niñas, esto significa descanso, viajes, clubes de verano y otras actividades que les abren un sinfín de posibilidades, conocimientos y experiencias que no pueden obtenerse en el aula escolar. Sin embargo, para un alto número de la población infantil de comunidades históricamente marginalizadas, estas largas vacaciones pueden resultar en la pérdida de hasta 20% de los conocimientos académicos obtenidos durante el año escolar. A este efecto se le conoce como el “deslizamiento de verano”.



Un estudio de Harvard estima que pueden perderse hasta 2 meses y medio de habilidades matemáticas y tomar hasta 6 semanas para reaprender el conocimiento perdido. La Asociación Nacional del Aprendizaje de Verano (NSLA por sus siglas en inglés) calcula que la brecha de aprendizaje entre niños de altos y bajos recursos es aproximadamente entre 30 y 40% mayor entre los

niños nacidos en 2001 que entre aquellos nacidos 25 años antes². Agravando la situación del “deslizamiento de verano”, está el hecho que los estudiantes de bajos recursos económicos pierden acceso a los almuerzos gratuitos distribuidos en las escuelas públicas. 26.3% de los estudiantes en nuestro distrito escolar participan en el programa de almuerzos gratuitos o a precio reducido.

PLAY SRC BINGO! WIN PRIZES!

Download the Bonus Guide for ideas and resources!

Pick up or download a reading log as a guide!

Black out the board to earn an **\$8 FUN Bucks** card from Chipper's Lanes Entertainment (while supplies last).

OCEANS OF POSSIBILITIES

BINGO PRIZE SOURCE	ITEM(S)
Gardens on Spring Creek	Family Membership
Fort Collins Museum of Discovery	\$75 Gift Card
Jerry's Artarama	\$75 Gift Card
Gryphon Games & Comics	\$75 Gift Card
Urban Air Trampoline Park	\$75 Gift Card
Painting with a Twist	\$75 Gift Card
Downtown Fort Collins	\$75 Gift Card
Cinemark	\$75 Gift Card
The Farm at Lee Martinez Park	(2) Barnyard Buddies Passes
Old Firehouse Books	(50) \$20 Gift Cards
Gift Baskets	(50) Various Toys and Games

SRC Bingo Activities must be entered online to enter the drawings!

Programa de lectura de verano 2022 de las Bibliotecas Poudre

Como respuesta al grave problema de la pérdida de conocimientos adquiridos durante el ciclo escolar, más del 95% de las bibliotecas públicas del país promueven programas de lectura de verano para incentivar la lectura por medio de premios, concursos y actividades. El primer programa de lectura de verano registrado, data a 1896 en la liga de bibliotecas de Cleveland. Dicho programa consistía de un listado de libros recomendados y se reporta que, con el lanzamiento de este programa, empezaron a ver más niños en las bibliotecas (A History of Youth Summer Reading Programs in Libraries, by Stephanie Bertin).

El programa móvil de verano, es el programa clave del departamento de Alcance Comunitario de las Bibliotecas Poudre. A diferencia del programa de lectura de otras bibliotecas, este programa es una colaboración entre la biblioteca pública, el banco de comida, el museo del descubrimiento, y recientemente, el programa de

² <https://www.summerlearning.org/at-a-glance/>

extensión 4-H de la Universidad Estatal de Colorado (CSU por sus siglas en inglés). Este programa único en su tipo, nació en 2012 por iniciativa de una ciudadana, quien preocupada por los bajos niveles de lectura y la pérdida de conocimiento del verano en comunidades históricamente marginalizadas, respondió con un programa de lectura a domicilio. Inicialmente, el programa consistía únicamente de esta ciudadana y su biblioteca móvil informal a la que llamaron “Bookmobile”. En 2013, el Banco de Comida del Condado de Larimer se unió al “Bookmobile” para repartir almuerzos y así combatir la inseguridad alimentaria que era prevalente en las comunidades visitadas. En 2015, las Bibliotecas Poudre unieron esfuerzos con ambas agencias para crear una alianza sólida la cual permitió llevar programas y servicios de biblioteca en inglés y español a comunidades prioritarias, además se logró identificar a otras instituciones que serían relevantes para apoyar el bienestar socio-emocional de las familias de dichas comunidades.

de este divertido programa sin necesidad de desplazarse a las distintas ubicaciones de cada una de las agencias.



Recomendando libros a los pequeños

En respuesta a la necesidades crecientes de nuestra comunidad, el “Bookmobile” comunitario se ha retirado en el 2023 y el departamento de Alcance Comunitario de las Bibliotecas Poudre ha adquirido y equipado un vehículo totalmente eléctrico, para dar lugar a esta nueva biblioteca móvil bautizada como Evie que cuenta con aproximadamente 1500 libros y es un punto de acceso al Wi-Fi. El exterior de Evie se inspira en el arte del galardonado autor e ilustrador de libros infantiles, Rafael López.

Gracias a Evie y a la sólida colaboración con las diferentes agencias, durante este periodo de vacaciones de verano, el programa móvil visitará 10 vecindarios semanalmente, ubicados en áreas donde 50% o más de las viviendas tienen ingresos menores al 60% del ingreso medio o donde la pobreza es del 25% o más. En Fort Collins, más del 17% de la población estudiantil vive en condiciones de pobreza, de la cual, una gran mayoría es hispanohablante.

“Las investigaciones demuestran que la educación en la lengua maternal es un factor clave para la inclusión y un aprendizaje de calidad, y que también mejora los resultados del aprendizaje y el rendimiento escolar”

UNESCO

Como parte de nuestro compromiso a la justicia del lenguaje, este es un programa bilingüe que permite unir a la comunidad en el idioma cercano a sus corazones. La



El Lunch Lab

Es importante resaltar que, durante los meses de verano, los niños que se benefician de almuerzos gratuitos en la escuela pierden ese importante servicio que contribuye directamente a su bienestar tanto físico como emocional. En promedio, una familia con 3 hijos se enfrenta al reto de obtener recursos para suministrar hasta 30 comidas adicionales a la semana. Debido a naturaleza del Programa móvil de verano, las familias que tienen problemas de transporte, pueden participar

UNESCO indica que aprender a leer en nuestro lenguaje nativo coadyuva a un mejor desempeño académico.

A través de la colaboración con otras agencias de servicio, la comunidad encontró en el Programa móvil de verano, un espacio seguro donde obtienen no solo una comida caliente, sino libros, hora del cuento, arte, programas STEM (ciencia, tecnología, ingeniería y matemáticas por sus siglas en inglés), pero sobre todo, personal en el que confían y con el que establecen lazos sociales que difícilmente se dan dentro de los edificios de las instituciones. Esto reafirma a la biblioteca como puente entre personas y agencias de servicio.



Actividades STEM

Estudios muestran que con solo de 2 a 3 horas de aprendizaje por semana, se puede contrarrestar el efecto del deslizamiento de verano. La pérdida de aprendizaje durante las largas vacaciones continúa siendo investigada. No existe métrica universal, por lo que los métodos de investigación para poder brindar datos al respecto siguen evolucionando. Sin embargo, en nuestro caso, hemos salido de nuestros edificios para alcanzar a aquellos que no pueden llegar a nosotros. Nos queda el testimonio de casi 1000 participantes por verano que durante las 10 semanas de nuestro programa, tienen acceso a alimentos, historias, libros y otras actividades que les hicieron saber que no estaban solos.

La unidad es la fuerza. Cuando hay trabajo en equipo y colaboración, pueden conseguirse cosas maravillosas. - Mattie Stepane.

English version of the previous article.

Mobile Summer Program

A Revolutionary Approach to the Needs of a Community

Irene Romsa and Ludy Rueda

Poudre Libraries, Fort Collins, Colorado. United States

April 2023

In the United States, summer vacations can last up to 3 months. For many children, this means rest, travel, summer clubs and other activities that open endless possibilities, knowledge and experiences that cannot be obtained in the classroom. However, for a high number of children from historically marginalized communities, these long vacations can result in the loss of up to 20% of the academic knowledge obtained during the school year. This effect is known as the "summer slide". A Harvard study estimates that up to 2.5 months of maths skills can be lost and it may take up to 6 weeks to relearn lost knowledge. The National Summer Learning Association estimates that the learning gap between high- and low-income children is about thirty to forty percent larger among children born in 2001 than among those born twenty five years earlier. Compounding the "summer slide" situation is the fact that low-income students lose access to free lunches distributed in public schools. 26.3% of students in our school district participate in the free or reduced lunch program.

In response to the serious problem of the loss of knowledge during the summer months, more than 95% of public libraries in the country promote summer reading programs to encourage reading through prizes, contests and activities. The first recorded summer reading program dates back to 1896 at the Cleveland Library League. This program consisted of a list of recommended books, and it is reported that, with the launch of this program, they began to see more children in libraries (A History of Youth Summer Reading Programs in Libraries, by Stephanie Bertin.)

The Mobile Summer Program is a key program of Poudre Libraries' Community Outreach department. Unlike other libraries' reading programs, this program is a collaboration between the Public Library, the Food Bank, the Museum of Discovery, and recently, Colorado

State University's (CSU) 4-H Extension. This one-of-a-kind program was born in 2012 at the initiative of a citizen who, concerned about the low reading levels and the loss of knowledge during the summer in historically marginalized communities, responded with a reading program in targeted neighborhoods. Initially, the program consisted solely of this citizen and her informal mobile library which they called "The Bookmobile". In 2013, the Larimer County Food Bank joined the Bookmobile to deliver lunches to combat the food insecurity prevalent in the visited communities. In 2015, Poudre Libraries joined forces with both agencies to create a strong partnership that allowed them to bring library programs and services in English and Spanish to priority communities. In addition, the library identified other relevant institutions to support the social-emotional well-being of families in these communities.



The "Bookmobile"

It is important to note that, during the summer months, children who benefit from free lunches at school lose that important service that directly contributes to their physical and emotional well-being. On average, a family with three children faces the challenge of obtaining resources to provide up to 30 additional meals per week. Due to the nature of the Mobile Summer Program, families who have transportation problems can participate in this fun program without having to travel to the different locations of each of the service agencies.

In response to the growing needs of our community, the community Bookmobile has been retired in 2023 and the Community Outreach department of Poudre Libraries has acquired and equipped an all-electric vehicle. This new mobile library named Evie, has approximately 1500 books and functions as a Wi-Fi hotspot. Evie's exterior is inspired by the art of award-winning author and children's books illustrator, Rafael López.

This summer, thanks to Evie and strong agency collaboration, the mobile program will visit ten neighborhoods weekly. These communities are in areas where 50% or

more of households have incomes below 60% of median income or where poverty is 25% or higher. In Fort Collins, more than 17% of the student population lives in poverty, of which a large majority is Spanish-speaking.

As part of our commitment to language justice, this is a bilingual program that unites the community in the language close to their hearts. UNESCO (United Nations Educational, Scientific and Cultural Organization) indicates that learning to read in our native language contributes to better academic performance.



Evie, Colorado's first all-electric mobile library

Through the collaboration of different service agencies, the community found in the Mobile Summer Program, a safe space where they get not only a hot meal, but also books, Storytimes, art, STEM (Science, technology, engineering, and mathematics) programs, but above all, people they trust and with whom they establish social ties that hardly occur within the buildings of the institutions. This reaffirms the library's role as a bridge between people and services.

Studies show that with just 2 to 3 hours of learning per week, you can counteract the effect of summer slide. Learning loss during the long vacations continues to be investigated. There is no universal metric, so research methods that provide data in this regard continue to evolve. However, in our case, we have left our buildings to reach those who cannot reach us. We are reassured by the testimony of almost 1000 participants per summer who during the 10-week program, have access to food, stories, books and other activities that let them know they are not alone.

Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved. - Mattie Stepanek.

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/wvs/info/child-ya>

Upcoming events



WLIC Satellite Meeting 19 August: *Young Children's Journeys into Reading: Early Literacy Stories*

In connection with the World Library and Information Congress in Rotterdam, we offer a full-day Satellite Meeting on the theme of literacy for young children, arranged together with IFLA section *Reading and Literacy* and the Dutch reading foundation *Stiching Lezen*. This meeting takes place at the National Library in The Hague, easily accessible by subway or train from Rotterdam.

Read more and registrate here: <https://www.ifla.org/events/satellite-meeting-young-childrens-journeys-into-reading/>

WLIC 21-25 August

Don't miss this year's World Library and Information Congress in Rotterdam, where we will arrange a session titled *Libraries Open Windows to the World*. Children's picture book collections are at the heart of many libraries and during this interactive session we will share how these collections can be made more inclusive through use of the *World Through Picture Books* lists, cross-cultural wordless picture books, picture books in indigenous languages, and innovative programs for families.

Full WLIC programme: <https://2023.ifla.org/>