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by LIZ PAGE

The IBBY Honour List 2022

The IBBY Honour List is a biennial selection of outstanding, recently published children's books, honoring writers, illustrators, and translators from IBBY member countries. The 2022 Honour List includes 163 nominations in 47 different languages from 53 countries. Selected for the 2022 list are 63 entries in the category of Writing, 52 in the category Illustration, and 48 in the category Translation. Included for the first time are books in Nepalese from Nepal, as well as in Sepedi and Tshivenda from South Africa. The IBBY Honour List continues to be a beloved favorite in the world of children's publishing. However, for the 2022 selection we have seen slightly fewer nominations. We believe that this is due to the Covid-19 pandemic, which stopped many in-person meetings taking place—including book-selection meetings.

The 2022 List will be launched at the 38th IBBY Congress in Putrajaya in September 2022. It will then be exhibited at the Frankfurt Book Fair, October 19-23, 2022, and in 2023 at the Bologna Children's Book Fair, March 6-9, as well as being shown at various events around the world as a traveling exhibition. The annotated catalog will be distributed worldwide after the launch at the Congress.



IBBY Congress Putrajaya, Malaysia, 2022

The 38th IBBY International Congress will take place in Putrajaya from September 5-8, 2022. The speakers are preparing and the exhibitions are getting ready. The 2022 IBBY General Assembly will take place on Wednesday, September 7, and the new IBBY Executive Committee for the period 2022-2024 will be elected. This is a big changeover year, with a new IBBY president and a new Hans Christian Andersen Award jury president, as well as new regular members of the Executive Committee. Over 100 abstracts have been accepted, as well as keynote speakers. Go to the Congress website to find out all the latest news and plan your Congress participation. <https://www.ibbycongress2022.org/>



IBBY-Yamada Projects 2022

In 2005, IBBY launched a campaign to draw attention to the right of every child to become a reader. With generous funding given by the Yamada Bee Farm, the IBBY-Yamada Program was established to provide funds for

IBBY projects that help develop a book culture for children in all regions of the world.

Each year, projects are developed by IBBY members and presented to the Executive Committee. The projects selected thus far have included reading promotion programs, establishing libraries in schools and community centers, and training teachers and parents in maintaining libraries and storytelling as well as workshops for writers, illustrators, and editors of children's books.

In 2022, IBBY is once again grateful to the Yamada Bee Farm for its support of ten projects around the world. The projects that were submitted by the National Sections and approved by the IBBY Executive Committee are as follows:

1. IBBY Armenia: Book Camp in Yerevan—reading promotion activities, workshops, and a cultural program for children from the border regions of Armenia.
2. IBBY Cameroon: “Imagine my book, my universe” II—a continuation of the 2021 project to develop a culture of children's books in Cameroon.
3. IBBY Cuba: “The land in which I was born”—a workshop looking at the significance of high-quality books in communication proficiency and shaping the cultural identity of babies, children, and young people.
4. IBBY France: Creating a library in the Emergency Accommodation Centre for Migrants, including training, purchasing books, buying equipment, and inviting storytellers to the library.
5. IBBY Lebanon: Bibliotherapy and anxiety in children—online training of professionals in bibliotherapy techniques.
6. IBBY Malaysia: Workshops for children providing everyday reading and speaking skills in Malay designed to support aboriginal children in Perak and undocumented children on Sabah.
7. IBBY Mongolia: Reviewing children's current reading situation through discussion with librarians, parents, reading promoters, and children.
8. IBBY Pakistan: The Camel Caravan—bringing books where there were none, including training sessions, equipping a new camel library, purchasing new books for the existing six libraries, monitoring, and evaluation.
9. IBBY Peru: The Trust Libraries—developing a book culture in a context of crisis, intended to create safe spaces for children to enjoy reading and educational resources after the long pandemic lockdowns; includes training, buying books, and workshops for library management.
10. IBBY Zimbabwe: Story Reading Flyers—for reading promotion in schools and at home; production of practical story cards for grades 1-3 and 4-7.

The projects are progressing and reports will be regularly posted on the IBBY website. We are excited to report that Estaal (Star in Balochi) the camel has arrived in Balochistan with his precious cargo of books and other materials for the children (project #8 in Pakistan).

The range of IBBY-Yamada projects is enormous, depending on the needs of the community. All of the projects aim to promote a reading culture; some of them emphasize storytelling, while others involve creating books, whether storybooks, wordless books, or writing down folktales of a community. A new feature on the IBBY website for the IBBY-Yamada Fund is a handy subject index where you can find examples of what projects will suit the members' needs.

Story Book Box Project—IBBY Uganda

The Uganda Children Writers Illustrators Association (UCWIA) is the IBBY National Section in Uganda. With sponsorship from Book Aid International (BAI), the section has successfully launched the **Story Book Box** project in Uganda.

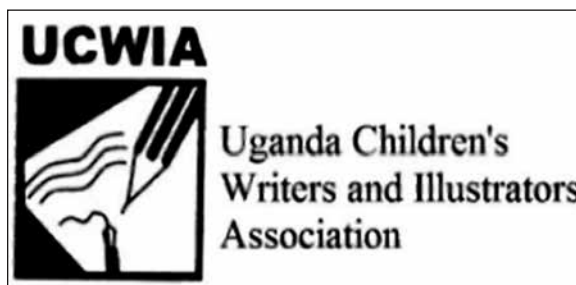
The main aim of the Story Book Box project is to promote the development of reading stories from Africa and the UK by children and young adults, as well as adults. The project also will support the book industry in Uganda through collaboration with local publishers.

The main activities for this project are as follows:

1. Collate and distribute forty Book Box collections to forty primary schools identified as in need of supplementary reading books. Each of the forty Book Boxes contains 100+ books donated from the UK by Book Aid International and at least 100 locally published books.
2. Organize a Reading Event to promote local writing and publishing and reading.
3. Provide regular monitoring of the Book Boxes following distribution.

Many activities have been carried out since the project was initiated in June 2021. After the initial preparations were completed, the books arrived at the National Library of Uganda in Kampala in October 2021. The books were unpacked, sorted, and made ready for distribution. Forty sturdy boxes were purchased and delivered at the storage facility. Local volunteers helped the members of the UCWIA with the sorting, stamping, labeling, and packing of the books in the boxes. They too had an opportunity to read through the books and appreciate them. This careful and precise work was completed over three weeks.

Having completed this process, UCWIA contacted the two local publishers, Fountain and MK Publishers, to work with the project. Both publishing houses have active children's books departments and innovative and active authors. Thus, UCWIA members were able to select local



books that could be purchased for inclusion in the Book Boxes.

It was during the meeting with the publishers that schools that were to benefit from this project were identified and selected from the three districts of Wakiso, Kampala, and Mukono. A letter to the Ministry of Education asking for permission to donate books to schools in these three districts was drafted and delivered to the Ministry together with a list of schools that would benefit from the project. In Uganda, the Ministry of Education has the mandate to inspect all materials that are donated to schools. The team from the Ministry comprised two people, who arrived and duly inspected all the books. Most of the books they looked at were approved and found worthy to be donated. However, some of the books needed further scrutiny, and they were stored to await official approval. All the books from the local publishers were approved. The response from the Ministry of Education was received by February 2022.



President of IBBY Uganda
Ms. Evangeline Ledi Barongo
helping to sort the books

After receiving approval, UCWIA organized a second meeting to discuss the activities ahead. These included visiting the schools selected to confirm their readiness to receive the books, as well as delivering an invitation to the Book Box event workshop that was planned to take place on March 25, 2022. UCWIA met the officials from the Kampala Capital City Authority to seek permission for the venue for the local event and many other logistical issues

that need to be handled before the occasion. March 2022 was a very busy month for UCWIA!

The selected schools were visited and invitations delivered. These are government-aided schools that really need books. The district education officers were very helpful during this exercise, especially during the process of contacting the head teachers.

Book Box Event

The event was held at the Nakasero Primary School Sports Ground in Kampala. Altogether forty schools from Kampala, Wakiso, and Mukono Districts sent representatives consisting of one teacher and two pupils each. The function was also attended by invited guests from some organizations engaged in literacy, including some publishers, the National Library of Uganda, the Reading Association, and the School of Library and Information Science at Makerere University. It was officially opened by the commissioner for basic education in the MOES, who was the guest of honor, Dr. C. Mugenyi. He later launched the handing over of the Book Boxes to the beneficiary schools.

Dr. Mugenyi, in his **opening address**, emphasized the importance of reading. He noted that it is important to inculcate a reading habit among children who are still young so that they grow up with the reading habit.

He pointed out that reading reduces stress; it promotes mental stimulation and sharpens memory; it promotes creativity as it disposes one to new ideas; and it widens imagination, leading to gaining some problem-solving skills. He reminded teachers that they need to keep upgrading their qualifications; even after graduating, they need to keep attending training

programs that offer them additional skills and add to their competence in teaching and learning work.

He appreciated UCWIA, BAI, and other partners with whom they are working, for their work in literacy provision, for the gift of books, and for the workshop helping teachers to improve their literacy teaching skills.

Ms. Loy Tumusiime from Fountain Publishers was the facilitator at the **teachers' workshop**. She is a professional teacher, a book publisher, and a founder member of Reading Association of Uganda (RAU).

Her presentation discussed teachers' involvement in literacy. She observed that it is teachers who facilitate children to acquire literacy skills; therefore, it is important to have the teachers' capacity to teach literacy enhanced, and to enhance access to books.

She defined literacy as “the ability to read, write, speak and listen in ways that let us communicate effectively and make sense of the world we live in. Literacy is a precursor to all knowledge. No literacy, no education.”

Briefing teachers about how they could promote reading and literacy, she encouraged

- the involvement of head teachers, classroom teachers, and the school community as a whole;
- the teachers themselves to be readers: they have to walk the talk;
- general practice—that is, routine activities in the school—reflecting an appreciation of literacy; and
- assessment.

She also reminded the participants that books are a mirror, a window, and a sliding glass door:

A mirror—reflecting the society in which we live, enabling us to build positive identity.

A window—allowing one to stand safely in one's environment and explore what goes on around, outside, or in the current view.

One gets to know that one is part of a large community.

A sliding glass door—whereby a reader walks in and becomes part of what somebody else has created or written about. In this way, one enjoys the space created by the author.

She finished her presentation by saying that teaching literacy should be intentional, not accidental. Teachers need to prioritize literacy for better teaching.

After the workshop, the teachers commented on how much they appreciated the presenter for her input and the organizers for allowing them to get exposed to this knowledge and for inviting their schools to share in this program.



Teachers' workshop led by Ms. Loy Tumusiime



Children enjoying the Reading Tent

A WhatsApp group was set up by the teachers, and they have been frequently exchanging ideas, including ideas for how to share the books with neighboring schools that did not get an opportunity to be invited to the event.

Two pupils from each of the schools included in the project participated in the **Reading Tent**. They could choose freely to read any of the available reading materials, to write their own stories, to draw, to color, and to do handicrafts from local materials provided at the event.

By the time the Reading Tent closed, some of the children were reluctant to leave. They said that they had enjoyed reading the books, and some of them even told the audience what they had read about. They also enjoyed meeting fellow pupils from other schools and making friends. They had liked the place, enjoyed the food, and looked forward to reading the books given to their schools.



Handover of the Book Boxes

At the **handover ceremony**, each school was presented with a box consisting of about 300 books. At the end of the ceremony, there was music and the children were invited to dance.

Great thanks go to UCWIA and BAI for making this happen. Congratulations to the team at UCWIA: Evangeline Ledi Barongo, Eva Wamela, Loy Tumusiime, Gitta Ivan, Fountain Publishing House, and MK Publishing house, and all the volunteers and other organizations in Uganda that took part.

Liz Page was born in Britain and moved with her family to Heidelberg, Germany, in 1983. After nearly two years they left Germany and settled in Basel, Switzerland. Through her interest in children and books, Liz helped to establish the Intercultural Children’s Library in Basel—JUKIBU, which opened in 1990. She was a member of the managing board with responsibility for the day-to-day running of the library for the first years and was elected president of the Intercultural Children’s Libraries Association of Switzerland, now called INTERBIBLIO. She joined IBBY as assistant to the executive director in 1997 and in 2009 was appointed executive director.

