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INTERNATIONAL
BOARD ON
BOOKS FOR
YOUNG PEOPLE

Bringing Books & Children Together

IBBY-Yamada Fund Project reports 2022



Pakistan



Peru



Cameroon



Malaysia

Every child has the right to become a reader



IBBY-Yamada Fund

Project reports 2022

IBBY Armenia Book Camp in Yerevan

Reading promotion activities for children
from the border regions of Armenia



Every child has the right to become a reader

IBBY Yamada Fund 2022 REPORT

Title of the project:

“Book camp for rural areas of Armenia”

Project's aim:

- to promote the balanced development of the reading culture of children and youth in the whole territory of the Republic of Armenia, particularly in the border settlements
- to contribute to the use of books as a means of cultural education, intellectual development of children especially during summer vacations
- to contribute to the development of reading culture and to the strengthen of book-reader connection
- to contribute to the discovery and development of creative abilities of children in border areas.

Project's outcomes:

- Reading activities for 6-9 years old children
- Reading activities for children aged 10-13
- Master classes with the participation of a writer
- Master classes with the participation of an illustrator
- Mental games and creative quizzes
- Cultural visits (Book factory, National Children's Library, Yerevan state Puppet Theatre)
- Created illustrated stories by book campers

Book camp: reading activities



Book camp: master class with an author



Book camp: master class with an illustrator



Book camp: mental games and creative quizzes



Book camp: cultural visit to a book factory



Book camp: cultural visit to the National Children's Library after Khnko Aper



Book camp: cultural visit to the Yerevan State Puppet Theatre



Book camp: created illustrated stories by book campers



Book camp: created illustrated stories by book campers



Book camp: created illustrated stories by book campers



Book camp: created illustrated stories by book campers



Book Camp 2022



Tangible results

- ❑ More than 60 children from 3 regions of Armenia were given opportunity to participate in the book camp
- ❑ the creation of preconditions for balanced development of children's reading culture in the whole territory of the Republic of Armenia
- ❑ the perception of the book and reading as a meaningful means of free entertainment during summer holidays
- ❑ providing educational and cultural entertainment for the participants especially during summer holidays
- ❑ discovering and developing the creative abilities of the participants
- ❑ ensuring participation in the educational and cultural life of children living in border areas.

media reference

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In the end ...

Special thanks to IBBY Yamada Fund and IBBY International for supporting to implement this project for the promotion of reading among Armenian children living in the border rural areas of Armenia.

IBBY-Yamada Fund

Project reports 2022

IBBY Cameroon Imagine my book, my universe II

Develop a culture of children's books
in Cameroon



Every child has the right to become a reader

Activity Report

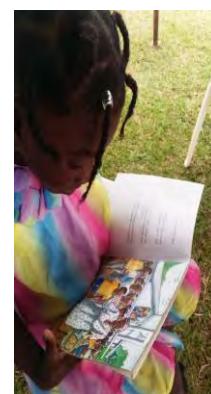
IBBY Yamada Fund

2022

« Imagine My Book My Universe »



IMBU₂



INTRODUCTION

The "Imagine my Book, my Universe" project, whose major challenge is the development of a children's book culture in Cameroon. It was launched for the IMBU 2 phase during the World Book and Copyright Day.

This report aims at providing an outline of the main actions and activities undertaken and carried out within the framework of the implementation of the IBBY Yamada Fund 2022 project phase.

It is structured in five main parts, which correspond to the five main orientations or operational objectives for this new phase, which are

OPERATIONAL OBJECTIVE 1

Initiation of children to creative reading, illustration in order to have a positive image of themselves and to acquire skills, promotion of the "Ortholudo game apron" among school children and young people to master the spelling of words in the official languages of Cameroon; within the framework of playful reading sessions.

OPERATIONAL OBJECTIVE 2

Strengthening the capacities of actors/trainers in the field in the application of the objectives to encourage skills and means to build a reading culture among children through feedback seminars

OPERATIONAL OBJECTIVE 3

Stimulating the creation of clubs for reading and OrthoLudo games, the idea being to immerse them in the world of books, and to awaken in them things and bring them to imagine new stories, to recreate the settings of the books read in a practical way via creative workshops, and to stimulate the creation of inter-school reading shows,

OPERATIONAL OBJECTIVE 4

Initiation to the design and creation of picture books in co-writing with their coaches,

OPERATIONAL OBJECTIVE 5

Involve actors in the book chain throughout the country, as well as decision-makers, in order to promote access to books and the

Multiplication of reading spaces in both urban and rural areas, through a plea that the children will have to make at the end of the workshops or competitions.

For the sake of clarity and method, for each operational objective, the actions and achievements carried out as well as the difficulties encountered are presented.

1-/ ACTIONS AND ACTIVITIES CARRIED OUT

1- 1/ Context

The implementation in 2022 of the "Imagine my Book my Universe" project by IBBY Cameroon and its implementing partners has undergone adjustments and burdens caused by the health, political, cultural and sporting events that have taken place since 2018. We will mention here:

- The effects of the health situation with the Covid 19 pandemic, which has caused a real brake on the deployment of some of the country's vital forces in the immediate future, the pandemic having ruined or reduced their financial resources
- The political calendar at the end of 2021 with the intense political activity through the renewal of the basic organs of political parties, our core target being the town halls, which are heavily involved, as well as the ministries in charge (Basic Education, Youth, Arts and Culture, etc.), which are subject to the requirements of the programme budget. This new approach to budget management forces project leaders to imagine projects on a three-year plan (planning over three years) in order to see them eligible for state funding.
- The organisation of the African Cup of Nations (CAN), scheduled for 2019, was finally held in January and February 2022.
- The enormous work undertaken by the Minister of Arts and Culture of Cameroon within the framework of the implementation of the structuring of the Artistic and Cultural movement, in conformity with Law N° 2020/011 of 20 July 2020 governing artistic and cultural associations in Cameroon and, Referring to the Decision N°00001175/MINAC/SG of 27 December 2021 of the Minister of Arts and Culture on the designation of the persons in charge of the follow-up of the activities of the artistic

and cultural poles at the national level on the one hand, and the Note N°0022/NDPFFPAC/J/DRAC-C/022 on the Designation of the Focal Points and Facilitators of the artistic and cultural poles of the Regional Delegate of Arts and Culture of the Centre.

Following the meetings of June 3 and 4, 2021 at the National Museum, organised by the Ministry of Arts and Culture, around the exchanges with the honourable

deputies of the social and cultural commission of the National Assembly of Cameroon, on the National Development Strategy (SND 30). These meetings allowed the elected representatives of the nation to touch the basic problems encountered by artists and actors of artistic and cultural development. The

The solution seemed to be the creation of structuring projects that could generate income and employ several professionals from the different cultural and artistic sectors. We seized this opportunity to submit to the president of this commission a summary of our project "Imagine my Book, my Universe" on behalf of the publishing sector...

And on 6 January 2022, we (Representative of the publishing pole for the Department of Mfoundi) were invited by the Regional Delegate of Arts and Culture of the Centre, at the Yaoundé VI Town Hall, to the seminar on the appropriation of law N° 2020/011 of 20 July 2020, and explanation of the process of implementation of the structuring of the Artistic and cultural movement at the level of the Centre Region, intended for the Departmental Delegates of Arts and Culture of the Centre, extended to the Focal Points and Facilitators of Artistic and Cultural poles of the Region.

At the beginning of the seminar, we took the opportunity to make a brief presentation of the IMBU project "Imagine my Book my Universe". The concept was well received by the audience. At the end of the seminar, we had an extensive exchange with Mrs. Enama Romaine, Departmental Delegate for Arts and Culture of Nyong et So'o,

We then drew up a work schedule, which included remote and face-to-face sessions during the months of April - May and June 2022, in order to find the best approach for local awareness-raising among the public, advocacy with government officials, community magistrates and other elected representatives, and local implementation for better monitoring of the project. Thanks to the opportunity that our new function as representative of the publishing pole in Mfoundi offered us in the pyramid of the sub-sector structuring.

Once the format was found, we set ourselves the objective of making the project operational in the department of Nyong et So'o as an incubation zone for the project, it being understood that we found in Madame le Délégué a better relay on the ground to make the various local stakeholders functional. We undertook a vast exploration and submitted project files to the services of nine (9) district town halls, notably those of: - Akoeman, - Mbalmayo, - Dzeng, -Mbangassina - Mengueme - Nkol Metet - Mbankomo - Ngomdzap, extended to the structures of childcare (SOS Children's Villages of Mbalmayo) and two development associations. The targets are the heads of socio-cultural services in the town halls, the cultural managers of the Decentralised Territorial Collectivities (DTC), the managers of socio-cultural animation, any member of the executive interested in the managers of development associations targeted to make this phase of training of trainers operational in this new incubation zone, We are asking for a letter of agreement for partnership and the provision of 2 (two) officials from each mayor of the district with the cost of their stay in Mbalmayo, the host town, for the training on 28, 29 and 30 June 2022.

1-2/ OPERATIONAL OBJECTIVE 1 :

How to introduce children to creative reading and illustration in order to have a positive image of themselves and to acquire skills, and to promote among school children and young people through the "Ortholudo game", the mastery of spelling of words in the official languages of Cameroon; within the framework of playful reading sessions.

Within the framework of the project "Imagine my book, my Universe", the IBBY Cameroon section and Aile Cameroun, in partnership with the Departmental Delegation of Arts and Culture of Nyong and So'o organised three days of cultural activities in the town of Mbalmayo. These activities were held respectively at the Sos Children's Village of Mbalmayo and the Centre for the Promotion of Women and the Family of the town.

As a prelude to the seminar on "initiation to the creation, management, animation and monitoring evaluation of a library" of June 29 and 30, 2022 at the Center for the Promotion of Women and Family of the city of Mbalmayo in the department of Nyong and So'o 70 km from Yaounde, the political capital of Cameroon, the Crossroads of Literary Arts to discover the project "Imagine My book My Universe" of June 28, 2022, My Universe" on June 28, 2022, SOS Children's Villages of Mbalmayo, which constituted the launching pad of the incubation pole of the project in the department of Nyong and So'o, had as its main target of the day, about a hundred young

people/interns and externs of the humanitarian organization SOS Children's Villages of Mbalmayo, whose ages varied between 7 and 18 years.

PROGRAMME OF THE DAY

8.00-8.30: Welcome and installation of participants

8.45 am: Welcome and installation

- of the mobile library and its facilitators
- The Secretary General of IBBY and WILPF Cameroon
- The Local Coordinator of SOS Children's Villages or his representative
- The Departmental Delegate for Arts and Culture of Nyong and So'o

9:00 am: PROTOCOL PHASE

- Performance of the national anthem
- Presentation of the articulations of the ceremony
- Word from the Secretary General of IBBY Cameroon
- Opening remarks by the Departmental Delegate
- Family photo

9:30 am: START OF THE ANIMATIONS

9:30-10:30: Meeting with Jolie Ntah, Journalist, Author of children's books

- Reading of some extracts from Marinetta and her little pink towel
- Discussion between the author and the children

10:30-14:30: WORKSHOPS AND GAMES

12:30: Lunch break

1.30-2.30 pm: Continuation and end of the activities

2.45pm: Family photo

15:00: Closing remarks

The MINAC (Ministry of Arts and Culture) Bookmobile was late due to unusually tight traffic and unforeseen circumstances. However, the Departmental Delegate, faithful to the task, had gathered the children at the appointed time and had taken it upon herself to change the order of the programme so that our delay would not interfere with its smooth running.

The activities began at around 10 a.m. with the introductory words of the Delegate, thanking those in charge of the host structure for the activity, she gave the articulations and the course of the day, and returned to the importance of reading in the school and even social environment. After this speech by the DDAC (Departmental Delegate for Arts and Culture) / Nyong et So'o, she organised with the support of Mr. Yene Yene Nestor Gaston, (CLPCA) Sos Children's Village of Mbalmayo and Mr. Foate Simo Guy, Technical Director of the Mbalmayo Children's Village. Foate Simo Guy, Technical Manager of the Sos Children's Village of Mbalmayo, organised a game to prepare the children before the arrival of the animators from IBBY Cameroon, AILE, Éditions Akoma Mba and the MINAC Biblio bus from the capital Yaoundé.

Once the animation teams were in place, the areas suitable for the children's workshops were identified. The children had the right to a plenary meeting with Jolie NTAH, author of children's literature, about her book "Marinetta and her little pink towel" published by Akoma Mba in 2021. And received kits of working materials, a sandwich and a bottle of refreshment.

The interview of the writer with the children of SOS Villages in Mbalmayo included two highlights:

- The reading of the work: Marinetta and her little pink towel.
- The time of the exchange between the children and the writer

The reading of the work: Marinetta and her little pink towel was done by different children from Sos Children's Villages. At the end of this exercise, the children asked the writer several questions. They especially wanted to know what the author's sources of inspiration were. The author satisfied their curiosity by revealing that the person who inspired the writing of the book was her niece. When asked if all stories in books are always inspired by reality, she told them that writers often build their plots around reality and fantasy.

After Ms. Jolie Ntah's speech, which entertained the children who were to make up the bulk of our audience, we immediately moved on to the activities in the various upper hubs.

After the interview with the author of Marinetta and her little pink towel, the children were deployed in small groups in the various workshops. And to give them the opportunity to participate in all the activities, the facilitators rotated them through the different workshops; the aim being to immerse the children in a (book) universe, to arouse things in them and to get them to imagine new stories, to recreate the settings of the books they had read in a practical way through reading workshops, creation of illustrations, storytelling and board games, (Ortholudo, scrabble, target...) thematic exchanges... (7) seven workshop clusters set up:

1-/ Storytelling and children's conditioning workshop, coordinated by Mrs. Bella (DDAC) and Mr. Yene Yene Nestor Gaston, (CLPCA) Sos village d'enfants de Mbalmayo

It consisted in filling the time, establishing the connection and preparing the young participants for the other activities by giving some of them the opportunity to tell short stories to the audience.

2-/ Illustration workshop with Mr. Viang Engonga Emmanuel, Visual artist

This workshop received (2) two groups of (10) children who received basic notions on the basic forms of drawing, and colouring, after explanations and demonstration by the trainer, each participant was subjected to a practical exercise of creation and presentation of his work (oeuvre) at the end of the session. It allowed the discovery of hidden talents that could be associated with the project of writing a picture book on environmental protection.

3-/ Ortholudo game led by M, Babi Moelle Serges Mathurin, Didactician

From all the workshops, from the division into groups, many of the participants had a bad idea of what the Ortholudo game consists of, which the children were discovering for the first time. This led them to make their first choice in other areas. Some of them, however, probably driven by curiosity and the prospect of the unknown, went first to the Ortholudo corner. The children were divided into groups of 8 to 10 and changed activities at a rate of 40 to 60 minutes per workshop for each group. Overall, it was quite a rewarding experience as the children seemed to be happy and interested each time. As for the three groups that were introduced to the game "Ortholudo", they were teenagers and high school students. Not only was the enthusiasm there, but also the instruction and entertainment. Why not call it enthusiasm? It didn't seem as if the students were memorising more and more words, grasping new spellings, and activating their brains to detect mistakes here and there. As entertainment and learning intertwined and built on each other, this gave way to a great desire to learn on the part

of some and a desire to do better next time on the part of others. In short, everyone was working hard to gain an advantage over the others by answering the questions correctly. We could see how the children looked for the answers collectively by helping their friend in difficulty; in other cases they tried to find the right answer on their own, in order to prove to themselves that they were capable of doing it. But it must be said that in each case, the participants quickly adopted the rules of the game and immediately afterwards developed their own strategies. But, if the most competent in French were not always ranked first, it was the most strategic or skilled with a dice who came out on top. The losers, although not too disappointed, had learned from their mistakes and seemed to be hoping to get the upper hand next time.

Once the time was up, the feeling of immersion in the game and its hold on the players did not make it easy to return to calm for the end of the programme, as many remained thirsty for more.

4-/ Scrabble game by Mrs Nana Merline, CSR/MINAC and Awana Mbarga Vincent de Paul, Student Trainee,

This workshop received 2 groups of 6, exciting game under the supervision of the leaders, 4 players were designated and two judges to ensure the scoring and verification of words in the dictionary.

- 5-/ Target game directed by Mr. Amougou Roger, DDAC/NS executive, assisted by Joël Eboueme B. This activity was attended by all the groups. Before starting, the supervisor divided the group into two sub-groups, the green and the red (colours of the darts used), and the game was timed according to the number of players. This game allowed each child to refine his throws and improve his individual technique in order to give a maximum of points to his team for the final victory.

6-/ Animation around the Bookmobile

Coordinated by Dr Kampoer Kampoer, Head of the Public Reading Department at the Ministry of Arts and Culture, and his team made up of Mr Mvondo Sosthène Roger (Animator), Essiki Démosthène (Librarian), Mrs Nana Merline (CSR) and the (Driver), it consisted of: a guided tour of the Biblio-bus, consultation of books, reading aloud, coaching of readers, story time and quiz

7-/ Reading and writing workshop

It was facilitated by the writer Jolie Ntah. In this workshop, the focus was on the theme of the environment.

The writer's main aim was to focus the children's attention on ecological issues. The children had to be made aware of environmental protection. To this end, the children were invited to participate in sustainable development by doing more to stop the degradation of the environment. In particular, children should avoid the use of plastics, avoid throwing rubbish in an anarchic way in nature or in running water, learn to recycle things, learn to eat natural products and avoid the use of chemical fertilizers for our agriculture, etc.

To make sure that the children have retained the lessons on saving the earth, each child was asked to give a definition of the word "environment" and then to define his or her action plan contributing to the preservation of nature.

The discussions on the environment were so captivating that the children and the writer initiated a writing project in this workshop with the theme: "I am green, I protect the earth, our common home". With great enthusiasm, they collectively produced two stories on the theme of the environment.

Ecological module

The theme chosen for this module was: "I am green, I protect the earth, our common home".

After a presentation on ecological issues and the evils that contribute to the destruction of the environment, the writer Jolie Ntah taught her listeners some gestures that contribute to the safeguarding of our nature. Finally, to ensure that her message of environmental awareness was well received, the children were subjected to an ecological test.

For this exercise, they were asked two questions: Define the word 'environment'
- Say what needs to be done to avoid environmental degradation

Here are some suggested contributions:

Queen, Year 10 A

The environment is everything that surrounds us, or a set of environments in which all living beings live.

Man is the main actor in the destruction of nature because of the various activities - craft, industrial, etc. - that he carries out there. This is why, in order to protect the environment, man must practise deforestation, make rubbish bins available to everyone, recycle, limit waste and consume local products.

Bengono Marc CM2

- The environment is all the living beings in it.

To protect the environment, I must avoid throwing papers on the ground, avoid abusive fishing and lighting bush fires

Kounou Sabada, 6th grade

- The environment is a place where we find houses, animals and fruit trees.
To protect the environment, we must avoid bush fires, reforest, avoid fishing and intensive hunting. Treat waste according to its nature, avoid using chemicals and pollute the air by burning toxic waste.

Ossa Guy, 6th grade

- The environment is a place where people live.
To protect the environment, we must avoid pollution, not dirtying the soil, and avoid overfishing.

Postal Emmanuel, 5th grade

- The environment is a living environment.
To protect the environment, we must always keep it clean, by collecting the rubbish around us

Beyala Ndong Reinata, class 6

- The environment is a place where we live.
To protect the environment, we have to clean it, to avoid burning rubbish.

Nga Zoa Calixte, CM2

- The environment is a place where living beings live
To protect the environment, we must avoid pouring polluted water everywhere, avoid throwing papers on the ground. Always recycle plastic waste.

Ngo Mbenock Adèle Marie, 3rd grade

- The environment is all the living beings that surround us.
To protect the environment, we should not kill endangered animals, not throw papers on the ground, not burn chemical waste in order to preserve the ozone layer. Finally, always organise human investment sessions from time to time in our different countries.

Akamba Chanceline, CM2

- The environment is the place where we can live. There are houses and trees.

To protect the environment, we must avoid throwing dirt everywhere

Mengwa Claire, CM2

- The environment is a place where living things can live.
To protect the environment, we must always collect rubbish and throw it in bins.

Osse Fernande, Year 10

- The environment is a living being.
To protect the environment, we must avoid pollution and deforestation.

Levodo Faustine, 3ème

- The environment is everything that surrounds us, like houses, trees and animals.

To protect the environment, we must avoid throwing rubbish on the ground and recycle waste.

Edzongolo Marie Pascaline, 5th grade

- The environment is all living things.

To protect the environment, we need to recycle, avoid soil degradation, and avoid polluting the tides.

Kono Faustine, 1st grade

"The environment is everything that surrounds us.

To protect the environment, we need to reduce the level of environmental pollution - air, water, soil. - Reforesting after deforestation. Create green spaces, avoid lighting bush fires.

Obele Minkoulou, 6th grade

"The environment is the set of people who live in a place.

To protect the environment, we must avoid polluting the environment, and recycle waste.

7-/ The picture book exhibition area by the partner Akoma Mba

Supervised by the publishers, Mrs Reine Ngo Nyobè and Ulrich Talla Wamba of Akoma Mba, the aim was to inform the visitors about the contents of the books in the different collections, the distribution circuit and the publication methods of Akoma Mba...

Each child having gone round the different workshops, some impressions were collected notably; those of the Head of the Public Reading Department at the Ministry of Arts and Culture, of the Director of Akoma Mba Publishing, and place was given to the closing words of the persons in charge of the activity, Mrs. Enama, the Departmental Delegate, and that of Mr. Joël Eboueme Bognomo, from IBBY Cameroon. Mr. Yene Yene Nestor Gaston, (CLPCA) of SOS Children's Village of Mbalmayo representing the Local Coordinator, expressed his joy to be in partnership with IBBY Cameroon through the project "Imagine my Book my Universe" for the next deadlines for cultural and educational projects for the Although the activity ended well, it should be noted that we encountered many difficulties.

- The delay of the various supervisors and the broken down mobile library made the beginning of the meeting timid and boring.
- A late start to the activity led to the activity ending later than planned
- The unavailability of the institution's large festival hall which forced us to carry out all the activities

Problems related to the installation of electrical power on the perimeter of the new activity space

1-3/ OPERATIONAL OBJECTIVE 2

With regard to capacity building of the actors on the ground in the application of the objectives to encourage skills and means to build a reading culture among children - Initiate advocacy with the mayors of the towns for the creation of libraries and their endowment with books and the setting up of monitoring and evaluation committees.

SEMINAR OF 29 AND 30 JUNE 2022 IN MBALMAYO

From 29 to 30 June 2022 at the Centre de Promotion de la Femme et de la Famille (CPFF) in Mbalmayo, a seminar on the theme: "Initiation to the creation, management and animation of a library" was organised. A syllabus of the training to be used as a compass, elaborated by Mrs. Ngo Ndjock Annie Josée, Cultural Engineer, was previously distributed to the facilitators.

Journée du 29 juin 2022

Day 1 opening session: Introduction to the creation, management and animation of a library			
Moderator: DDAC Nyong and So'o			
Rapporteurs:			
Mrs. Abeng, Head of Office PCAM/DDAC NS			
Mr Babi Mouelle, iBBY Cameroon tutor			
Date	Timing	Modules Facilitateurs	Modules
29-6-22	08h30-9h55	<ul style="list-style-type: none"> - Arrival and installation of participants - Registration on the attendance sheet - Handing out of the kits to the participants - Arrival of trainers - Arrival of the Secretary General of IBBY and WING Cameroon - Arrival of the Departmental Delegate for Arts and Culture of Nyong et So'o 	Mr. Amougou, Cadre à la DDAC NS
	10h00	Protocol phase <ul style="list-style-type: none"> - Performance of the national anthem - Presentation of the programme - Welcome by the Delegate - Presentation of the participants 	DDAC NS

		Protocol phase	Joël Eboueme Bognomo <i>IBBY Liaison Officer</i>
		- Performance of the national anthem	IBBY / DDAC NS
	10h30	Coffee breaks	DDAC NS / IBBY /CPFF
	11h00	Inaugural conference Theme: Public reading in Cameroon Presentation + Plenary debates	Dr. Kampoer Kampoer, Head of the Public Reading Department at MINAC
	12h	Module 1: Creating a library Understanding the basic concepts, design process, construction and layout Presentation + Plenary debates	Mme Enama née Bella Romaine Christelle, <i>Documentaliste</i>
	13h	Coffee breaks	CPFF/DDAC NS/ IBBY Cmr
29-6-22	14h00	Module 2: Managing a library Content: Understanding the basic concepts, the document circuit, management and tools, readers and other partners	Mr. Bognolock Robert, Librarian, Head of Legal Deposit Department at MINAC
	15h 00	Individual and group work + Classroom presentations	Mme Enama M. Bognolock
	16h	End of day 1 evaluation	DDAC NS / IBBY Cmr

After the ceremony and the opening remarks of Mrs. Enama, Departmental Delegate for Arts and Culture of Nyong and So'o, and moderator of the day, Mr. Joël Eboueme Bognomo, IBBY Liaison Officer and coordinator of the project, thanked the participants and presented the IBBY institution, its vision and the different opportunities it offers, before dwelling on the objectives of the "Imagine my Book my Universe" project of the IBBY Yamada Fund programme. A round table discussion was held to identify the expectations of the participants from 7 communes and the representatives of the SOS Children's Village Institution and other participants. This exercise allowed the different panelists to take into account the specificities of the communes during their intervention and the organisers to note the absence of libraries in these communes and the urgency of stimulating the community magistrates to create them and train their staff.

To get out of this phase, the following pedagogical method was adopted: - Theoretical explanations - Cases and practical exercises based on the experiences of some and others of what is done elsewhere. Individual or group work.

The honour fell to Dr. Kampoer Kampoer, Head of the Public Reading Department at MINAC (Ministry of Arts and Culture) to give the inaugural lecture on the theme: "Public Reading in Cameroon". For one hour, he held the participants spellbound on the normative framework around the legal instruments that frame the activity, the opportunities, the difficulties, and spread out on the concept of the Ministry's mobile library (BiblioBus). The conditions for its launch, its management in the field, the services offered, the problems encountered. Exchanges with the participants concluded this presentation.

Module 1: Introduction to the creation of a library

For Mrs. Enama née Bella Romaine Christelle, Documentalist, it was necessary from the outset to bring the participants to understand the basic concepts, to understand the importance of books for the populations, to know the taxonomy and the functions of a library within the community, the module was intended to be very participative and explanatory.

As for the mechanisms for creating a library, the facilitator worked with the trainee managers in small groups on the skeleton of a cultural, scientific, social and educational project. All the while taking into account the actors of the project, the resources as well as the public. Mrs. Enama began with a basic presentation of the elements of construction and development of a library, namely: buildings, standards and organisations, furniture, decoration and signage.

Module 2: Managing a library

Facilitated by Mr. Bognolock Robert, Librarian, Head of the Legal Deposit Department at MINAC, the objective was to enable the audience to be able to administer and manage a library efficiently. To do this, they had to understand the basic concepts (books, documents, types of documents). And then to talk about the document circuit, how acquisitions are made, cataloguing and document processing, and tools, readers and other partners. As the last focus of this module, management and tools, he illustrated from a type of library, the administrative framework and personnel management, financial management, presented the different tools of statistics and evaluation, the computer and digital library. The sociology of reading, cultural action for libraries and with which partners? Associations, schools etc. the relationship between the library and the bookshop.

During the exchanges, the facilitator was asked to respond to the concerns of the participants from the town halls who wanted to know, among other things, how to get the population to take an interest in libraries? What are the means available to municipalities in the process of creating libraries? And Mr. Ella Ella Albert Bernard, Secretary General of the Commune of Akoeman, who wanted to _How to develop a

project to create a library, the resources and tools necessary for the creation, how and where to find partners? How to get all social actors interested in the existence of a library.

During the last plenary session at the end of the day, the facilitators present took turns to enlighten the audience on these last concerns of the day. The listeners were representatives of the surrounding communes and men of letters, who participated very actively in enriching and very interactive group work sessions, likely to whet their thirst to open their eyes and ears on the relevance of local libraries in their own district.

30 June 2022 project day

Programme

Day 2: Introduction to the creation, management and animation of a library (continued) Moderator: Joël Eboueme Bognomo, IBBY Cameroon Rapporteurs : Ms. Esther Nyackè Ntah, Journalist/Author, SE- IBBY Cameroon Mr. Amougou, Executive at DDAC Nyong et So'o			
30-6-22	09h00	Module 3: Running a library Content: Why animate? Developing, implementing and monitoring an animation programme, forms and techniques of animation	Mme Enama M. Bognolock
	10h15	Coffee break	CPFF/DDAC NS/ IBBY Cmr
	10h45	An example of an activity: Ortho Ludo game Content: Explain the basics of the game and move on to action in groups;	Mr Babi Mouelle, Didactician / IBBY Cmr
	11h25	Module 4: Monitoring and Evaluation of a Library Content: Understanding basic concepts, Organising monitoring and evaluation, Collecting and analysing information, Taking action	Ms NGO NDJOCK Annie Josée, Cultural Engineer / IBBY Cmr

	13H	Lunch break	CPFF/DDAC NS/ IBBY Cmr
	14H	Individual and group work + presentation	
	15h	Final evaluation	DDAC NS / IBBY Cmr
	17h 45	END OF THE WORKSHOP, HANDING OVER OF CERTIFICATES AND COLATION	

he work of this day was led by Ms Enama Romaine Christelle (Documentalist) and Mr Bognolock Robert (Librarian) under the moderation of Mr Joël Eboueme Bognomo (IBBY Liaison Officer)

Everything started around 9.30 am with the evaluation of the topic of the watch: Initiation to the creation of a library.

The evaluation of the watch topic was a pretext for the facilitators to check that the trainees had understood the basic principles that contribute to the creation of a library.

Through their answers, the trainees demonstrated to the organisers that they were up to date by summarising that the creation of a public library requires prior execution of actions such as: the field study, the architectural study, the attainment of the objectives of the creation and the definition of the target, etc. After these answers, the moderator of the day introduced the first facilitator of the day who could then focus on the topic of the day:

Module 3: Running a public library.

This module was co-presented by Mr Robert Bognolock & Ms Enama.

In his presentation, Mr. Robert Bognolock stressed that a library is a highly intellectual place that needs a life. According to him, running a library means developing, implementing and monitoring a programme of animation, forms and techniques of animation, and giving life to a library. This means that its manager is absolutely seeking to build user loyalty. And any ambition to build reader loyalty requires the organisation of attractive entertainment programmes.

Taking the floor in turn, the librarian, Mrs. Enama, explained to the participants that the animation of a library requires above all the elaboration of an animation programme. According to the librarian's explanations, developing a programme of activities for a library means setting up the tools for creating and socialising the

library's various actions and activities. The animation of a library means that its managers have a goal to reach. Therefore, they should emphasise points such as: the theme of the library's activities, the definition of its objectives and the modalities of implementation of the animation.

In her explanations, Mrs. Enama pointed out that there are two types of library activities: one-off activities and continuous activities. However, she maintained that whatever the model of animation chosen, it is always essential to adapt the approach of the animation to specific targets, the concern being to underpin its discourses. The Nyong et So'o Departmental Delegate for Arts and Culture did not fail to mention some examples of library activities. He spoke in particular of: open doors, competitions, dedications, exhibitions, shows, games, etc. The evocation of these examples then allowed the seminarians to put into practice a type of animation.

This was an opportunity to introduce a new game, "The Ortholudo Game Apron", invented by a young Cameroonian teacher, Mr. Serges Mathurin Babi Mouelle.

The moderator, Mr. Joël Eboueme Bognomo, summed up by saying that module 3 would enable the recipients to become aware of the need to run a library worthy of the name, and to present how to draw up an annual programme of activities and its implementation. It is with this in mind that the organisation has deemed it appropriate to include the following modules

Module 3 bis: An example of practical animation "The apron of the Ortholudo Game".

Through a master class, Mr Babi Mouelle developed the work as follows:

First of all, he gave a presentation on the genesis of the game and its basic concepts. He first gave a presentation on the genesis of the game and its basic concepts. He said that the "Ortholudo Game Apron" is an instrument that facilitates the learning of French by entertaining and developing the strategic sense of children and pupils. "Ortholudo" is a word made up of "Ortho" for "spelling" and "Ludo" for "fun". In other words, it is about learning spelling in a playful way. Each game platform includes a pack of question cards, questions that relate to a concept learned in class or in a book. The first sample of question cards that he developed was about the sound "(S). As this sound has several inflections, namely "t", "ss", "s", "c", "sc", "x" and "ç", the pupil or child must be able to know the inflection that corresponds to each word proposed to him.

Then, it is moved to action with practical workshops; finally, the learners take note of the impressions, remarks and suggestions. The presentation he started with allowed him to demonstrate that Ortholudo is an educational game created to facilitate the learning of French spelling. This is why it has a special place in a library. This game is an entertainment that combines the dual function of entertainment and language learning and spelling. It has been created to allow people who play it to improve their language skills. All kinds of activities can be created to get a locality going and thus boost the number of subscribers: spelling competitions and leagues, battles, races against the clock, local championships, etc. The game's accessories were distributed so that each participant could experience the reality of the game; so that everyone could try out and learn the basic notions. Afterwards, he played the game in groups of four. As this was his first experience with adults, he did not know how they would react to the game: the room was in turmoil. Once the game was understood, everyone was able to play without reservation. These parents and leaders were indeed in the process of learning French spelling without any complexes or blocks: this plunged them into the heart of the programme's concern, namely the importance of reading for citizens. But before the end of this recreational moment, everyone encouraged its promoter, Mr Babi Mouelle, to further popularise his concept. This, according to them, would surely lead to the mass production of his game and allow all those who wish to acquire it in the markets. Mrs. Melowi Balbine from the commune of Mbankomo in particular extended an invitation linked to an association to which she belongs, Mr. Obama from Nkolmetet expressed his ardent desire to take part in the project and Mrs. Mangoue from SOS Children's Village also invited the inventor to take part in the activities of certain associative groups. However, all the participants were unanimous on the fact that they would like to have a copy of the game before going home and that it was urgent for IBBY Cameroon to help Mr. Babi Mouelle to patent his project. Thereafter, there were interviews, exchange of contacts and leave.

After the relaxation, it was time for the last articulation.

Module 4 Theme: Monitoring and evaluation of a library

The aim was to understand the importance of monitoring and evaluation of a library and to increase the chances of success of cultural projects. According to the matrix elaborated by Mrs. Annie Josée Ngo Ndjock, Editor & Cultural Engineer, any cultural project leader such as the library must monitor and evaluate; identify the implications, approaches, advantages and disadvantages, have an idea of the typology of evaluations, the different steps of creating a monitoring & evaluation system. Then it was discussed how to organise the monitoring/evaluation of a library in terms of information collection and analysis (process of elaboration of indicators, basic data:

information available or to be sought. Identify information resources, participants, methods, tools over time and analyse the overall information.

And finally, take action through the elaboration of the different reports, learn from the process, make effective decisions, manage the different resistances.

For Ms Enama, any library animation must always end with a follow-up and evaluation. It is through evaluation that library managers can identify the evolution of their library and make choices about its future. Monitoring and evaluation is also an opportunity to master the tastes of its readers in order to adapt the space to the need.

Before closing the seminar, the Nyong and So'o Departmental Delegate for Arts and Culture ensured that the participants understood the concepts of creating a library and its different types of animation. Once reassured, the organiser.

Our main objective is therefore to systematically promote their rights to development and participation in all partner communities and schools in this phase.

List of participants

N°	Full name	Quality	Structure
1	Enama née Bella Romaine Christelle	Délégué(MINAC)	Délégation Départementale Arts et Culture du Nyong et So'o
2	Eboueme Bognomo Joël	SG / Liaison Officer	IBBY Cameroon / AILE
3	Dr Kampoer Kampoer	CSDLP-DLL	Ministère des Arts et de la Culture
4	Bognolock Robert	Exp. Documentaliste	Ministère des Arts et de la Culture
5	Nyacke Ntah Esther	Ecrivaine/Journaliste	IBBY Cameroon
6	Babi Mouelle Serges M.	Didacticien	IBBY Cameroon
7	Abeng Jeanne Christiane	Chef Bureau	DDAC / Nyong et So'o
8	Amougou Roger Urbain	Cadre	DDAC / Nyong et So'o
9	Ella Ella Albert Bernard	Secrétaire général	Commune d'Akoeman
10	Mbida Mbida Mathieu A.	CSAG	Commune d'Akoeman
11	Eya Ngoa Marie Paule	Cadre CCC	Commune de Dzeng
12	Kamdim Esther Mireille	CCD	Commune de Dzeng
13	Onanda Mbida Alain	Cadre	Commune de Nkolmetet
14	Obam Mballa Serge	CCCG	Commune de Nkolmetet
15	Ngono Etoundi Perine	Participant	Commune de Mbalmayo
16	Nounga Balogog Françoise	Parent encadreur	Sos Village d'enfants Mbalmayo
17	Mangoue Mandjeu Nguetemy Prudence	Parent encadreur	Sos Village d'enfants Mbalmayo
18	Nga Zang Agnes	Service courrier	Commune de Ngomedzap
19	Mekongo Suzanne	CS Doc et archives	Commune de Ngomedzap
20	Edoa Mewoli Balbine Flore	Agent Communal	Commune de Mbankomo
21	Njouli Pierre	Conseiller	Commune Mbangassina

		Municipal	
22	Akandaka Simon Pierre	Cameraman	CRTV /Cameroon télévision
23	Cathérine Nwosso	Journaliste	CRTV

1-4/ OPERATIONAL OBJECTIVE 3

Workshop 28 and 29 November 2022

Stimulating the creation of Yamada clubs for reading and orthoLudo, the idea being to immerse children in the world of books and the mastery of spelling, to get them to imagine new stories, to recreate the settings of the books read in a practical way via creative workshops, and to stimulate the creation of inter-club readings and shows.

Other "Imagine my book my universe" workshops in Yaoundé were organised in the Bilingual school groups (Les Bambis d'Ahala and Michel Ange D'Odza) and at the Boite aux Trésors crèche and the Monument de la Réunification, according to the following programme

1-4-1/ Bilingual group Les Bambis d'Ahala on 29 and 30 November 2022

Number of participants: 60 children (English/French speaking), 2 teachers and 2 facilitators

a. Writing workshop led by the youth author Joël Eboueme Bognomo, IBBY Honour List of writing for "Madoulina" and star of the 2022 Cameroonian edition of the best youth book for his book "Et ce qui devait arrivera..." published by Akoma Mba.

Theme: "How to write a picture book or a children's story" Participants were able to get an idea of the production process of a picture book or story based on the approach of the author of "Et ce qui devait arrivera...". Start with an idea and dress it up using the 5-step narrative scheme: Initial situation - Triggering element - Events or series of events - Fall - Final situation.

In order to better understand, after reading the book in question, the participants were divided into groups and subjected to an inter-active exercise in order to share with the

others the summary of a book they had read, the aim being to allow each member of the group to appropriate each stage of the scheme, as well as the different elements (characters and way of life, settings, obstacles, trials, what makes the story move forward, the lesson... A debate on the final situation of "And what had to happen happened..." allowed to discover the talent of the young authors.

b.Illustration workshop with Vincent Nomo, Author-Illustrator, IBBY Honour List 2022 of illustration for his book "L'arbre à merveilles", published by Akoma Mba.

Given the level of the participants, the facilitator focused on introducing them to the concepts of basic shapes: lines, rectangles, triangles - construction of volumes and shadows. The aim was to work the wrists of the twenty or so young drawing enthusiasts, offering them simple exercises so that they would get a taste for it.

1-4-2/ The treasure box cot on 3 December 2022

Number of participants: 20 children, 6 parents and 2 facilitators. The 2-hour animation was articulated around the reading and presentation of the book "And what had to happen happened..." by the author, a doodling workshop, image recognition, dance contest... By the author, a scribbling workshop, image recognition, dance competition... edutainment games, exhibition of children's books by the partner Akoma Mba

1-4-3/ Michel Ange D'Odza Bilingual Group on 6 December 2022

Number of participants: + 100 children (English/French speaking) from the kindergarten, 4 female teachers and 2 facilitators

Theme: Reading of "Mélo et les copains" by Christian Daniel Ova'a, published by Akoma Mba. This book was selected as part of the 3rd edition of the IFLA project, The World Through Picture Books.

The exercise was quite complex in terms of knowledge, the author gave a brief summary of the book. Afterwards, the youngest children had to spend 30 minutes

reading and analysing the pictures page by page, an exercise that allowed each of them to construct or understand the story in their own way at the end of the 24 pages. This reading was very lively, especially as each time the correct answer was found, there was a gift to be received. At the end, the bravest one summarised the whole story of "Mélo et les copains" like a grown-up. And there was room for other fun activities: dancing, singing, image recognition.

1-4-4/ At the Reunification Monument,

SALIJEY village on 8 and 9 December 2022 .Number of participants: more than 100 children, 4 teachers of 4 classes of CM1 and CM2 of the Francophone and Anglophone sub-systems of the Groupe Bilingue Michel Ange d'Odza - 5 facilitators (2 from Team Akoma Mba, the comic artist Pondy Georges, Afané Charles, teacher of plastic arts at the University of Yaoundé I, the author Joël Eboueme B.) - 10 young comic book enthusiasts and students of plastic arts.

The activities of animation around the book and reading at the monument of reunification fruit of the partnership, Pôle Edition MINAC, and the SALIJEY (Salon du livre de Jeunesse et de la BD de Yaoundé), IBBY Cameroon (project imagine my book, my universe), Akoma Mba Editions, have experienced various fortunes and allowed to highlight local youth literature through an exhibition of local productions facilitated by the national coordinator of the publishing pole at the Ministry of Arts and Culture. Mr Daniel Nadjiber and Mr Ulrich Talla, General Coordinator of Salijey and Joël Eboueme Bognomo, Technical Coordinator.

a. Exhibition of children's books,

6 publishers including Akoma Mba, D&L, Adinkra, Thanks, Proximité, SIL (international linguistic society) offered to more than 500 active and passive visitors local productions in French, English and national languages.

b.Ortholudo game animated by its inventor, the didactician Babi Mouellé Serges

Like the previous days, the 9th of December 2022 was rich in activities and emulation. Following the reading, dancing, drawing, scrabble and target game workshops, the pupils of the Groupe Bilingue Michel d'Odza took part in the Ortholudo workshops. The aim was to introduce them to the game and then to form three groups of students to practice the game. The pupils were very attentive and cheerful during the introductory session because it was participatory. Each designated student had to identify an element of the game platform. Once initiated, they were grouped into teams to compete in a game that lasted just over 30 minutes. Everyone was eager to answer the questions asked and thus get the better of the others during the game. Those who did not answer the questions correctly did not give up in the hope of doing better in the next round. This is how the activity was conducted until the time limit was reached.

c.Meeting with Pondy Georges, professional comic book author

This workshop brought together 10 young comic book enthusiasts and art students who were able to discuss with the professional his career path, the opportunities and hazards of a comic book artist, scriptwriting, character creation, the value of plans, etc. After these exchanges, Mr PONDY asked the participants to create a character each, in order to immerse them in the process of researching elements....

d. Meeting with Joël Eboueme Bognomo about his book "Et ce qui devait arrivera... Illustrated by Maryse Montron, available in French and English, the book deals with themes such as: birth, tradition, friendship, celebration, cunning, greed and tradition.

In front of an audience of more than 100 students, the author presented her work and revealed her motivations and sources of inspiration. At the end of the discussions, a reading competition of the two versions of the book was held by the best French and English readers, with prizes being awarded to the two winners. He also coached the young artists of the drawing competition who worked on the theme of the environment.

1-4-5/ Other actions :

1. Meeting with the President of ROFEM (Network of women's organisations in Mbankomo)

Following the seminar in Mbalmayo on the creation, management and monitoring of a library, in which Mrs Méwoli from the Mbankomo town hall took part, she invited us to take part in a meeting of their association to share experiences. This gathering, essentially made up of visionary women, is a framework for the promotion of young entrepreneurs, but also for the supervision of teenagers and young children, and it works assiduously to carry out activities in this direction. It is for all these things that it seemed an ideal platform to work with IBBY Cameroon.

So on August 10, we went to the headquarters of the association. With a courtesy and eagerness that is only matched by their dynamism, we were welcomed first by Mrs. AROUNG, then by the host of the day. Without any form of procedure, the President gave us the floor to present the "Imagine My Book, MY Universe" project to our guests. Mr Eboueme opened this phase with a more or less detailed presentation of the initiative to whet the audience's appetite. After his introduction, Mr. BABI MOUELLE introduced the audience to the game Ortholudo and explained the possibilities of appropriating the game.

The question phase followed this presentation. Most of the questions concerned details of the IBBY movement, the Ortholudo game and the various activities carried out previously. We answered each question in turn. We were asked to make proposals for their association to host the "Imagine my Book my Universe" project during August 2023.

1. Patent of the Ortholudo apron

With a view to popularising the Ortholudo apron, the flagship articulation of the project's animation component, we have been taking steps since August 2022 with the

Ministry of Mines to obtain a subsidy for the application for a patent for the Ortholudo apron from the OAPI (Intellectual Property Organisation).

We have received a letter of agreement from the Ministry and the complete file is being studied by OAPI.

Also in the same vein, Mr. Claude Armel PEWANNO Communicator Strategist and Photographer Director Elaboration of an Ortholudo strategic plan. About a hundred Ortholudo platforms have been produced and will be given to the focal points as soon as they take up their duties.

1. Establishment of Yamada clubs for reading and Ortholudo

We have agreements in principle with the heads of institutions and associations. We will launch the implementation from March 2023 for the installation of focal points.

This is the case for the clubs of :

- Sos Village d'enfants in Mbalmayo
- ROFEM (Network of women's organisations in Mbankomo)
- The Begni Public School and CES, through Mr. Bememie Raphael, President of the village development committee, is interested in the creation of a library.
- The chiefdom of Etoa Meki, district of Yaoundé 1

The idea of setting up clubs in towns and villages aims at founding in the near future a national association of Yamada clubs for reading and Ortholudo, which will be in charge of federating and monitoring the clubs throughout the year, and organising the national competition for the best club in partnership with the town halls or interested actors.

1-6/ OPERATIONAL OBJECTIVE 4

Operational objective 4:

Initiation to the design and creation of picture books in co-writing and editorial follow-up with their coaches,

From August to October 2022, we received a wave of students from the ESSTIC, Publishing and Graphic Arts programme. Ten first and second year students received professional coaching for one month in the framework of the follow-up and evaluation of children's literature editorial projects, the proofreading of manuscripts, the scriptwriting of scenarios, and the illustrative cut-outs. As for the three third-year students, each with a professional project, they benefited from the coaching of Aile Cameroun professionals: Christian Daniel Ova'a and François Olinga Mbida, as well as from the support of the Akoma Mba team, on the process of creating a picture book. After three months of coaching, three models were finalised, see table .

N°	Author	Title	Category
01	Cynthia Nlondog	Aba and Eba discover Cameroon	Picture book
02	Christelle Massaka	Kuri, the stubborn child	Picture book
03	Buchia Kezia	Alphabet in National Languages	Mini Dictionary

These three projects will be published in 2023 by Akoma Mba,

We have pooled two professional artists for the realisation of the comic book project "**Zéyang Mvu, le dieu animal**", a comic book that deals with environmental protection issues by the gods of nature, scripted by Eldine, based on an idea by Objel Ottou who is the illustrator. The work was published in small quantities in December on the occasion of SALIJEY 2022.

1-7/ OPERATIONAL OBJECTIVE 5

Involve actors in the book chain throughout the country, as well as decision-makers, in order to promote access to books and the multiplication of reading spaces in both urban and rural areas through advocacy by children at the end of workshops or competitions.

This objective is the Gordian knot of the "Imagine my book my universe" project, which we would like to see transformed into a programme in a few years, if the various advocacy actions with all the actors in the book chain are pooled, so as to create a major impact on the development of a culture of books for children in Cameroon. IBBY Cameroon has worked on the implementation of the project with the support of the national coordination of the publishing sector, which serves as an interface with the State. The partnership with Aile Cameroun and Éditions Akoma

Mba, a pioneer in the publishing of children's literature in Central Africa, made it possible to organise the first edition of SALIJEY, an annual event that provided a platform for the visibility of the various actions carried out upstream and downstream. The collaboration with Muna Kalati for the organisation of international conferences and the connection of the members of the three juries of the international competitions is not to be outdone.

On 6 and 7 December 2022, two round tables were organised in the tower of the Reunification Monument for publishing students, children's book lovers and actors in the publishing sector.

1. Round table 2

Theme: "Knowledge of the graphic chain: a major challenge for the development of the children's book industry in Cameroon"

Opening round table Theme: "Children's books: what impact on the development of the African child?"

Venue: Tower of the Monument of the Reunification

Speakers:

Dr Kampoer Kampoer, Head of Public Reading Department

Dr Timma Olivier, Head of Department, Founba Institute of Fine Arts

Robert Nkouamou, Coordinator of the Central Region Publishing Unit

Pr Emmanuel Matateyou

Jolie Ntah, Journalist-Writer (moderator)

1. Round table 2

Theme: "Knowledge of the graphic chain: a major challenge for the development of the children's book industry in Cameroon"

Panelists :

Alain Serge Dzontap, Youth author,

François Nkeme, Publisher - Teacher,

Daniel Nadjiber, Distributor - Teacher,

Winela Bayebeck, Bookseller,

Priscille Djamfa, Teacher, ESSTIC (Moderator)

2. Closing conference

On 23 December 2022, in the conviviality room of the National Museum, the guests attended the closing conference as a prelude to the proclamation of the prizes of the competitions and other distinctions. The theme was : "The contribution of children's books in the development of Africa".

Panelists:

Professor Emmanuel Matateyou, university professor and writer

Eléanor Anneh Dasi, teacher-translator

Ms Fabienne Freeland, Director General of SIL

3. Presentation of the international prizes to the winners

- The Marie Wabbes International Prize for the first picture book 2022 won by Habib Somo Taka(Cameroon) for his project: Save the planet with Munti
- Kelly Ntep International Prize for the First African Comic Book 2022 won by Chance Shakabwa (Democratic Congo) for his project: Diama, in search of his father
- Viviana Quinones International Prize for the best Library won by La Boîte aux Trésors (Cameroon)

1- Difficulties encountered

The problems were structural, financial, logistical and material, specifically

- The health situation
- Lack of interest/motivation of actors
- Administrative slowness
- Lack of commitment on the part of certain local magistrates
- Inadequate financial means for better implementation of the action plan
- Lack of human and financial resources in view of the geographical area of the project

2- PROSPECTS

Given the difficulties encountered during the implementation of the project, we have chosen an incubation area for the project to have a visible impact before

opening up to other regions. This table will serve as a compass to complete this phase of the project.

N°	Activities	Area/structure	Period
1	Descente of setting up clubs and animation around reading and Ortholudo	Central Region	March – may 2023
2	Permanent search for partners	All regions	//
3	Constituent General Assembly of the Association of Yamada Clubs	Central Region	May 2023
4	Seminar on the creation of a library, animation and management	Southern, coastal and eastern region	April - June 2023
	Follow-up evaluation visit to the town halls and structures that took part in the Mbalmayo seminar	Department of Nyong et So - Mbankomo Town Hall	April - May 2023
5	Finalisation of writing projects with children	Yaoundé, Mbalmayo (SOS Children's Village)	May-june 2023
6	The finalisation of the website	Yaoundé	April 2023

1- RESULTATS

N°	Objective	Results	Observations
	Operational objective 1	An animation organised in Mbalmayo for children Seven animations organised in the city of Yaoundé	More than 1000 children interested in the contents of our animations
	Operational objective 2	A seminar on the creation of a library for town hall managers organised in Mbalmayo	10 executives from 7 town halls present 2 SOS Children's Village managers present 2 seminars in preparation Support from the arts and culture delegation acquired, responsible for relaying to communities.
	Operational objective 3	Agreements in principle to set up Yamada Reading and Ortholudo Clubs in at least 5 communities.	100 plates-formes déjà produites Grand soutien du Réseau des organisations féminines de Mbankomo, et du DEVIBEG, acquis pour la création d'une bibliothèque jeunesse à Bégni.

	Operational objective 4	13 ESSTIC students accompanied on an internship by children's literature professionals Two professional artists put together to produce the comic book "Zeyang Mvu, the animal god".	3 projects finalised and publishing contracts already signed with Akoma Mba A small quantity already produced by Akoma Mba for presentation at the last Yaoundé youth book and comic book fair.
	Operational objective 5	Three round tables organised, Partnership with SALIJEY and the national coordination of the publishing cluster	Mobilisation of a large number of actors in the sector around international competitions. Digitalisation of information and activities on the Akoma mba and Muna Kalati publishing channels.

For the Team



Joël Eboueme Bognomo
IBBY Liaison Officer

IBBY-Yamada Fund

Project reports 2022

IBBY Cuba

The land in which I was born

The significance of high-quality books
in communication proficiency and cultural identity



Every child has the right to become a reader



Application Fund IBBY-Yamada 2022

A: IBBY Executive Committee

From: Cuban section of IBBY

1.-Title of the project and category

(a) Title “The land in which I was born”. Significance of quality books in the communicative competence and in the conformation of the cultural identity of children and young people. (X IBBY International Workshop “For Children We Work”)

b) Category: A 2.-Description of the workshop: objective, summary, duration Founded on the initiative of Patricia Aldana in 2005, the IBBY International Workshop “For Children We Work” (IBBY) is a system of fundamental activities of the Cuban Committee of the IBBY and its Latin American and Caribbean Chair of reading and writing that is broken down according to specific requirements, adapting flexibly, in each case and without losing its character, to the objectives that arise from the relevant needs of our region.

Since its establishment to date, this Workshop has been held in the context of the International Reading Congresses to read the XXI whose space, consolidated in more than twenty years of work — from providing the necessary and sufficient coverage intellectually, professionally and financially — has guaranteed its logistics and promoting its current state of maturity.

In its tenth edition, the year 2022, again under the aid received from the Fund IBBY - Yamada 2022, the Workshop fulfilled its dream of expanding its radius of action to the geographical space of the center of the American continent. A bridge between two countries of Central America and the Caribbean (CUBA and COSTA RICA), evidenced and reiterated the scope and solidity of fraternal and close human and professional relations born in the heat of similar needs and in the work that the Latin American IBBY has imposed itself.

The X Workshop fully met the objectives committed to the IBBY-Yamada 2022 Fund and in its development, elements, situations, deficiencies came to light, such as, a weak internalization of the concept of identity, not only as regards self-perception and

individual conduct, but also those that concern membership as a family, professional, community group, all become national, continental and, of course, universal, ie, human consciousness.

Therefore, based on the work carried out and the experiences derived from the VI and IX IBBY International Workshops “For Children We Work”, respectively: How to recognize, select and guide the best destination of quality books for children and young people (Yamada-Fund 2016) and “Hans Christian Andersen Award”, and *the live legacy: literature, paradigm and transcendence in books for children and young people.* (Yamada- Fund 2019); in this Workshop **“The land I was born in”. Significance of quality books in the communicative competence and in the conformation of the cultural identity of children and young people**, we focus on the search and the encounter of the questions and vital answers that underlie the eternal dilemmas “who am I?” “Where do I come from?” “Where do I go?”... and in those that, derived from the above, as a reason for being from reading, arouse concerns and promote the need to approach the book and ask it: who are you who question me, conquer me with your silent talk, involve me in all your stories? Why are you interested in me?

Once again, the workshop was aimed at *mediators*, who have the function of establishing the bridge between the books they expect and young readers, which requires a knowledge of the best that has been written with or without thinking about these potential listeners, because this possibility contributes to arouse interest in reading books of universal importance and to distinguish and appreciate them in their fair value. However, in order to contribute to the effectiveness and efficiency of ‘mediation’, the aim of which is the creation of a strong voluntary, emotional and intellectual link between books and readers, it was necessary, on the one hand, to enrich the scientific knowledge of the interests, characteristics of the ages and skills of the readers with whom the mediator performs and concretizes his work and, on the other hand, to expand his conceptual apparatus and to train him in its application and implementation in the critical analysis of texts.

We work with the literature of four Latin American women: María Elena Walsh (Highly recommended), Lygia Bojunga Nunes (Brazil), Ana María Machado (Brazil) and María Teresa Andruetto (Argentina) and their most representative works. It has also worked with the collective work carried out by IBBY Latin

America and the Caribbean: Voices of Latin America. Anthology of songs, poems and stories.

<https://drive.google.com/file/d/1mS1aPVfi1ibtEfarfSYU94t-N5ZLVorE/view>

The IBBY International Workshop “*For Children We Work*” took place on 29, 30 November and 1 and 2 December 2022.

Location: San José, Costa Rica. Central America.

Participants:

- Hazel Hernández Astorga (Costa Rica). Host. Read IBBY Costa Rica Foundation.
- Emilia Gallego Alfonso (Cuba). Project Manager and who applied to YAMADA.
- Margarita Robleda (Merida, Mexico): representing Central America and Mexican culture.
- Enrique Pérez Díaz (Cuba): IBBY Cuba.
- Gabriela Dreyer (Uruguay): IBBY Uruguay
- Nora Lía Sormani (Argentina): delegate IBBY Cuba, Latin American and Caribbean Chair of Reading and Writing.
- Rodrigo Ures (Argentina): Latin American and Caribbean Chair of Reading and Writing.

Venues, schedules and number of mediators involved:

November 29: Colegio Francisca Pancha Carrasco. Carthage: 70 mediators.

30 November: Municipality of San José: 50 mediators.

December 1: Cultural Center of Spain: 50 mediators.

Emilia Gallego Alfonso, Hazel Hernández Astorga and Nora Lía Sormani have worked since January 2022 in the assembly of bibliographic materials, contents and development of logistics. We send in another archive some of the many materials and contents used in the classes and shared with the mediators.

.Qualitative results, change indicators and tools to measure change

The Workshop directly influenced the knowledge of the attendees who not only delved into the theoretical, methodological and epistemological tools to address literature, but also received relevant and necessary, high-quality information about the selected writers,

which will be better able to organize in the future any type of seminar, course or workshop with similar or similar objectives to the one they have just received. The main results are related to the development of the mediator as a subject of change, flexible, proactive in the new circumstances, in order to be able to face any type of activity that requires a certain order or method to be addressed in depth.

- Qualitative results

After the workshop, and in the following months, we will ask the mediators to review and evaluate some of the suggested and recommended books, since many of them have the possibility to download from the internet.

.-Criteria of a successful result

We carried out 100% of the planned activities since they were workshops of feasible implementation. It is assumed that a minimum expected result was the acceptable knowledge of literary resources and criteria for a critical reading in 75% of the selected mediators, above all, the acceptable consolidation of said knowledge to transfer and implement them in other contexts and the possibilities of organizing a promotion session without help and defend its stages with a suggestive and own look. In other words, we contribute to the formation of cultural agents *-mediators-* who are able to creatively replicate what was implemented in the Workshop.

The holding of this workshop, on the one hand, helped to develop and perfect the system of the IBBY International Workshop “For Children We Work”, broadening its horizon of impact in other countries of the area and, on the other hand, helped to consolidate the work of the Latin American and Caribbean Chair of Reading and Writing in its purpose of establishing a bridge that allows coordinating the efforts of different Latin American institutions committed to reading and publishing and distributing quality books for children and young people in our continent in order to decisively influence the gradual enrichment of the universe of its cultural heritage and the preservation of its identity, in line with the new realities andemics that characterize the design, production and dissemination of books for infants, children and young people.



Emilia Gallego Alfonso

President

Cuban Committee of the IBBY



General Coordinator of the Latin American and Caribbean Chair of Reading and Writing

Havana, December 13, 2022.

Photographic Material
Yamada Cuba 2022
San José de Costa Rica



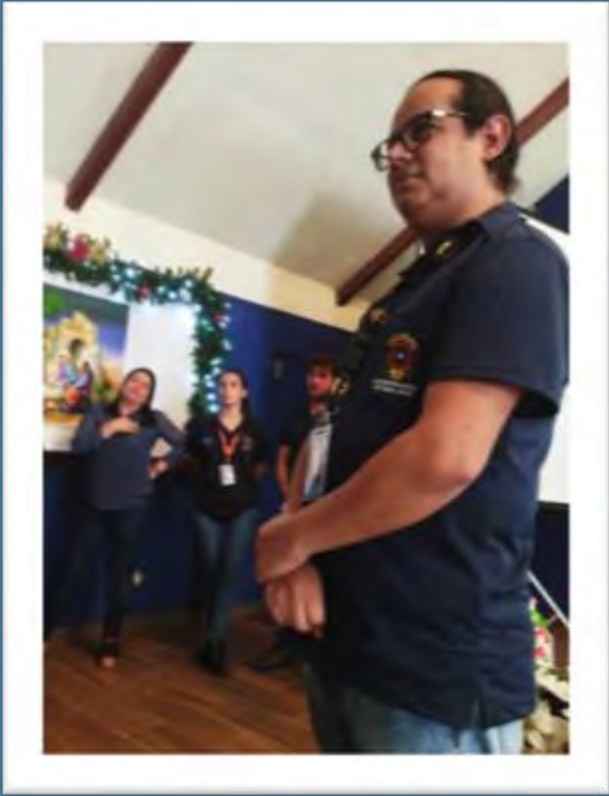




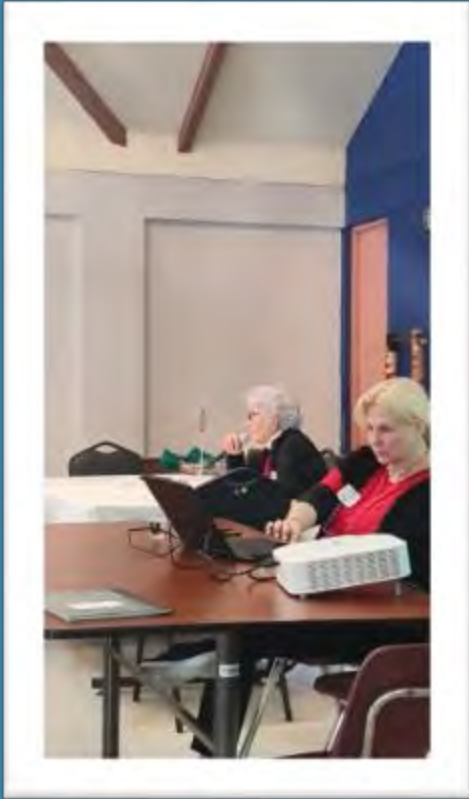


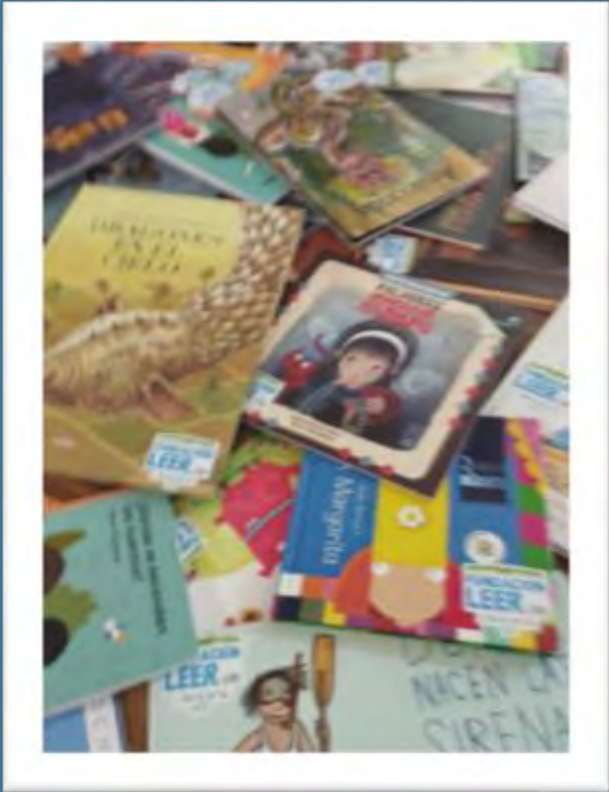












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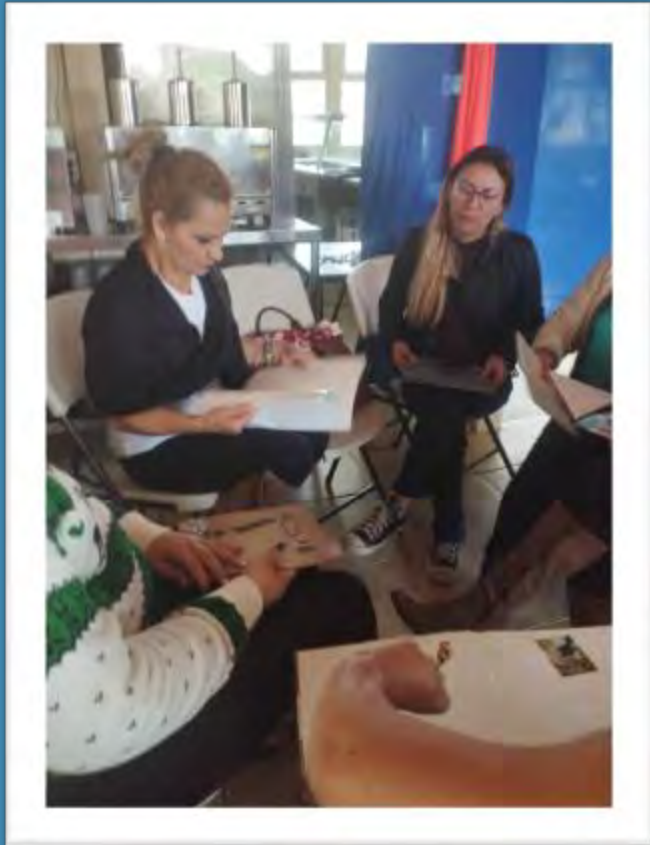
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IBBY-Yamada Fund

Project reports 2022

IBBY France

Creating a library in the
Emergency Accommodation Centre for Migrants



Every child has the right to become a reader

PROGRESS REPORT

CREATING A LIBRARY IN THE EMERGENCY CENTRE FOR MIGRANTS

A PROJECT SUPPORTED BY THE 2022 IBBY - YAMADA FUND



A LIBRARY IN A CENTRE FOR MIGRANTS

The Emergency Accommodation Centre for Migrants (Centre d'Hébergement d'Urgence pour Migrants – CHUM) is located at Ivry-sur-Seine, in the southern suburb of Paris. It was created in January 2017 in order to provide accommodation for migrant women, families and couples arriving in Paris. It has a capacity of 400 places and is run by the NGO Emmaüs Solidarité¹, with funding from the City of Paris and the French State.



© David Boureau

Since the opening of the Centre in early 2017, children and young adults aged 6 to 18 living in the Centre have been educated at the Maryam Madjidi School created for them. Educators specialized in teaching French as a foreign language are in charge of the classrooms. Teachers in plastic arts, music and sports have also been recruited from the Paris Academy or from the City of Paris. The school is run by the CASNAV².

As part of the IBBY Yamada 2022 Fund's call for projects, IBBY France presented, in collaboration with Emmaüs Solidarité and the CASNAV, the project of creating a children's library in the Maryam Madjidi school, as well as a mobile library circulating in the Centre. The project includes a training programme for the teams of Emmaüs Solidarité and the CASNAV with two components: using a library management system and setting up reading activities.

On 8 November 2021, IBBY announced that the project would receive a funding of \$5,000 from the 2022 IBBY Yamada Fund. This sum was transferred directly to Emmaüs Solidarité and earmarked for the Maryam Madjidi School Library.

A meeting took place on 9 December 2021 between IBBY France, the CASNAV and Emmaüs Solidarité to set the project in motion. Tasks were divided as follows:

- IBBY France would be in charge of everything related to the library's collection and its management system, including trainings;
- Emmaüs Solidarité would be in charge of setting up the mobile library and the reading activities in the Centre;
- The CASNAV would provide the necessary equipment: a computer, a barcode reader, labels...

All the payments would be made directly by Emmaüs Solidarité using the means provided by the IBBY-Yamada Fund.

¹ The Emmaüs movement was launched in France in 1949 by L'Abbé Pierre. In the middle of a housing crisis, the first "companions" built accommodation to re-house numerous families. On 1 February 1954, when the authorities failed to take action during a very cold winter, Abbé Pierre made an appeal which had a substantial impact in France and beyond. From 1954 onwards, Abbé Pierre travelled the world, became involved in the global fight against poverty and told others of his experiences with Emmaüs. Emmaüs organisations were formed in several countries. (Source: <https://www.emmaus-international.org>)

² CASNAV stands for « Centre académique pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs »: it is in charge of schooling children who do not speak French.

JANUARY- JUIN 2022: THE PROJECT UNFOLDS

Volunteers from IBBY France started working at the CHUM on Saturdays, from 10 am to 3 pm in the beginning of February 2022. The group consisted of a minimum of 2 and a maximum of 10 volunteers. There were also volunteers from the CASNAV and Emmaüs Solidarité who joined the group on different occasions.

The work went on smoothly from February to May, except for a period of time in March when the staff of the Centre had to concentrate on welcoming Ukrainian refugees who had arrived in France. However, these refugees didn't stay at the Centre for migrants, as they had housing solutions provided for them in various cities. The volunteers resumed work in April. By the end of May, the following tasks undertaken by IBBY France were achieved:

Processing the existing books: the first task of IBBY France members was to organise a weeding marathon to sort the books that had been donated to the Centre in the past. Once the weeding was done, a simplified **book shelving system** was set up; the relevant book shelving code was printed on labels and stuck on each book. A self-adhesive **barcode** identifying the Maryam Madjidi Library collection was put on each book. **The age group** of the readers was also indicated with a colour sticker, to help children identify quickly the book that was most suitable for them. Finally, a self-adhesive film was put on the book shelving code and on the colour sticker (More details in the [Appendix](#)).

Collecting new books: IBBY France gathered books in Amharic, Arabic, Bambara, Dari, Farsi, French, Pashto, Tigrinya and Urdu; these were the languages spoken by the children living in the Centre at that time. Some of the books were donated by the French national Library/IBBY France, others were bought. All of them were included in the library's collection.

Setting up a library management system: an open-source programme (PMB) was installed on a laptop and used to retrieve bibliographical data from international library servers in order to create the library's catalogue. Then, each bibliographical data was linked to the barcode of the book, to identify the copies held at the library.

Some challenges

There were some technical issues to solve, due to the network restrictions applied at the Centre. For example, it was not possible to retrieve data from a server using the Wi-Fi network of the Centre. We therefore used the mobile data of our phones to create a connexion allowing us to retrieve the data we needed, as we waited for the head of the IT to grant us a password protected access to the network.

The computer provided to the library was outdated and slow. We therefore decided to implement a virtual server with the library management system on our own computers, in order to have multiple working stations and process the books quickly. At the end of each work session, the databases were merged and saved.



A member of IBBY France holds the first fully equipped and catalogued book.



IBBY France members working at the future library

JUNE 2022: TRAINING AND CAPACITY BUILDING

By the end of May 2022, a new computer was set up at the library. It was therefore possible to configure the virtual server and install the library management system and the book collection database on that computer. The network access problem was also solved, which allowed the library's computer to function independently.

At this point, the IBBY France volunteers and their occasional helpers had finished cataloguing more than a thousand books.

Bibliographical records	Number of copies
1089	1178

The readers' cards were ready; the lending system was in place. What was needed now was to train the staff on how to use the library management system (PMB), to input new data in the catalogue and lend books to the children of the Centre.



Front and back of a reading card

The training session "Managing a library" took place on May 31, led by a member of IBBY France. Five teachers from the CASNAV and the director of the school attended it. The library management system

was presented with the cataloguing module, the retrieval of records using the Z39-50 protocol, the lending of books using library cards, etc. It was decided to state clearly the rules prevailing in the library and have children agree to them before borrowing the books. A reference person was chosen for the library.

A progress update was made with the staff:

- IBBY France prepared two orders for books: the first order for books in Bambara, Tigrinya, and Amharic to be added to the library collection; the second for Silent Books, which are essential for building bridges between illiterate parents and reading, and which can be told in any language. These orders were to be delivered directly to the CHUM and processed by the teachers for inclusion in the library's collection. Overall, 116 books were bought for a total of 1470,25 €.
- A cosy reading corner will be created in the library with rugs and pillows. The teachers volunteered to set up the corner and give the invoices to Emmaüs Solidarité, as previously agreed.
- It was decided to organise a training on how to bring a library to life through activities like storytelling, reading-aloud sessions, etc.

A MOBILE LIBRARY

Taking the library outdoors to meet the children and their parents outside school facilities would be a way of creating a link between them and the library. It would also help them understand that the library is not only there for scholastic purposes, but also for their enjoyment and well-being. The mobile library would also bring the books closer to parents who may not be accustomed to books.

Emmaüs Solidarité was in charge of setting up the mobile library. Examples of what was done worldwide in this field were sent to the person in charge of cultural activities in the Centre. At first, the idea of creating special furniture had emerged, but as time passed it became clear that this was not the best way of getting something done. Therefore, the project changed to buying movable boxes, floor mats, cushions... Some members of IBBY France are experts of Street Libraries; it was suggested to take their expertise into account to set up the mobile library and organise trainings on how to use it.

Some challenges

The person in charge of cultural activities in the Emmaüs Solidarité team left her job at the end of May. The Director of the Emergency Accommodation Centre for Migrants and the Director of the Maryam Madjidi School both took on new positions and left the Centre by the end of June. The library project was put on standby.

The newly appointed Directors needed time to adjust to their new positions; we therefore had to wait for the beginning of the school year, then the end of the first school holidays in November. A very positive contact was established with the new Director of the Maryam Madjidi School and a date was set for a meeting in January. The Director is very keen on getting the library working and needs IBBY France's help in order to achieve this. She informed the IBBY France committee that a need for books in Georgian had emerged, as Georgian migrants were sheltered in the Centre. IBBY France will purchase books in this language for the library's collection.

Training sessions should be organised again, to make sure the teachers can use the library management system, input data, lend books and return them.

We tried to establish contact with the new Director of the Centre, with no success to date, but we assume that the meeting in January will have an impact on her involvement too. IBBY France is prepared to take charge of everything related to the mobile library, from setting up the library to organising trainings, in order to make sure that the project is carried out thoroughly. We are also willing to support the newly appointed person in charge of cultural activities at the Centre to organise reading activities.

New milestones should be set for the project in 2023. We will make sure to keep IBBY informed of all new developments.

APPENDIX

Category	Shelf mark
Albums [Picture books]	A + the first 3 letters of the author's name
Bandes dessinées [Comic Books]	BD + the first 3 letters of the author's name OR + the first 3 letters of the series title
Contes [Tales]	C + the first 3 letters of the author's name OR + the first 3 letters of the tale's title if the tale is a famous one
Documentaires [Non-fiction books]	D + the first 3 letters of the author's name
Mangas	M + the first 3 letters of the author's name OR + the first 3 letters of the series title
Poésie, comptines, chansons, théâtre [Poetry, nursery rhymes, songs, theatre]	P + the first 3 letters of the author's name
Revue, magazines, journaux [Journals, magazines]	J + 3 first letters of the title
Romans [Novels]	R + the first 3 letters of the author's name

4-6 years	Green
6-10 years	Yellow
10-13 years	Red
13 years and more	Blue



IBBY-Yamada Fund

Project reports 2022

IBBY Lebanon

Bibliotherapy and anxiety in children
- online training of professionals



Every child has the right to become a reader

International Board on Books for Young People

Yamada Fund

Lebanese Board on Books for Young People

FINAL REPPORT

2022

Bibliotherapy and Anxiety: Using books for Lebanese children with psychological problems after the disaster of the 4th of August in addition to the economic crisis and conflict.

Evaluation: Many Lebanese Children are suffering from anxiety and fear, especially after the COVID-19 outbreak, the economic situation in Lebanon since 2019, and the disaster of the explosion of August the 4th of 2020. There were many Lebanese professionals working with children who are 3 years-old and up; these professionals were reached through multiple schools and centers in order to receive training in different therapy techniques. The target of this project was to introduce Bibliotherapy as a “psychological” and educational technique that every person working with children can learn and utilize it, especially with children who are struggling with "depression, phobia, or social anguish". In addition, using bibliotherapy with children will help teachers and parents develop new methods and techniques to help them work with children who suffer from anxiety or fear.

The Participants benefiting from the project were around 1000 individuals including: teachers, special educators, librarians, principals in private and public schools, child-psychiatrists, psychologists, psychotherapists, social workers, psychomotor therapists, speech therapists, and parents...

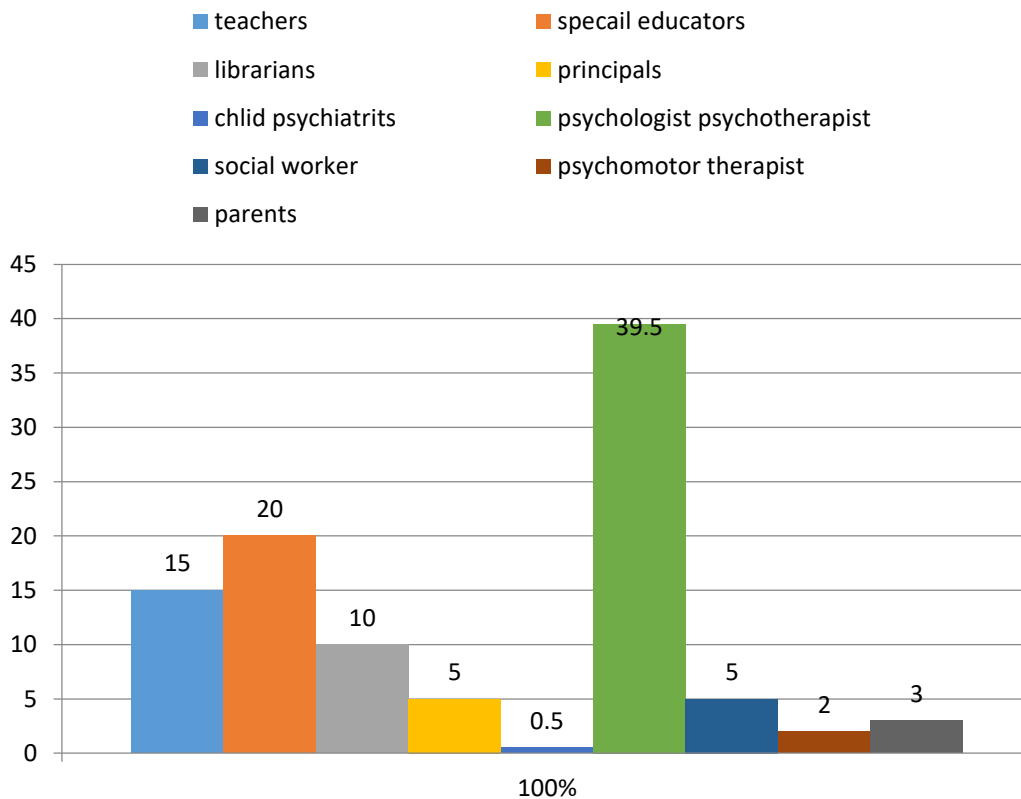


Figure 1: The percentage distribution for participants

This project was implemented from Monday, the 16th of May till Friday the 20th of May 2022. The sessions were divided into a duration of 3 hours per day from 18:00 till 21:00 (In sum, 15 hours). The training was held on Zoom as a platform, and was organized by Nafsaniyoun.

E-Books and Certificates were distributed at the end of the project for all the participants, through Emails.

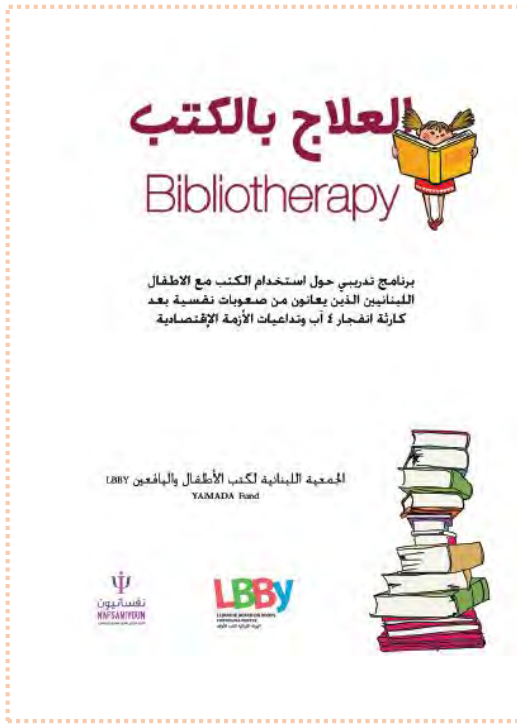


Figure 2: The E-book of the Bibliotherapy project (YAMADA)



Figure 3: The certificate distributed at the end of the project

The speakers and the topic of their presentation (according to the appearance)

Dr. Antoine Al Chartouni:

- Introduction to Bibliotherapy as a technique of support to psychotherapy (history, methods and steps applied in a session).
- Bibliotherapy and psychoanalysis: similarities and differences.
- Psychosis and Bibliotherapy: steps applied in story telling with adolescents suffering from schizophrenia.
- Prospects for Bibliotherapy and summary of all the presentations.

Sinan Hallak:

- The role of illustrations in children's books as a method for accepting differences - an analytical approach.

Ester Bou Antoun:

- Various techniques that can be used alongside Bibliotherapy sessions (dialogues, drawing, story writing, role playing, songwriting...).
- Methods used in Bibliotherapy to facilitate group sessions aimed at relieving anxiety among children 8-10yrs old.

Marie Matar:

- Using stories as a conflict management approach with primary school learners.

Dr. Shereen Kreidieh:

- How we choose children's books for bibliotherapy sessions, with examples of books.
- Using children's books for bibliotherapy at home with examples of books and activities.

Nicolas Rizk:

- Pictures in Children's Books Between Imagination and Perception: the constant debate between today and yesterday.

Nada Khawaja:

- Characteristics of Dyslexia friendly books and some strategies used with reluctant readers.

Joumana Nahed:

- From Stories to Social Realities: varied experiences of 6th grade students.

Linda Nassar:

- Melodies and Stories: an interactive experience through books for secondary school students

Khedija Haydoura:

- Support and follow-up through online storytelling with Lebanese expatriates' children (3-5yrs old)
-



IBBY-Yamada Fund

Project reports 2022

IBBY Malaysia

Literacy development workshop
and training for marginalised children



Every child has the right to become a reader

LITERACY DEVELOPMENT WORKSHOP AND TRAINING FOR MARGINALISED CHILDREN

THE UNDOCUMENTED CHILDREN OF TAWAU, SABAH



Norazly Nordin, Noor Nadhirah Rosli, Afina Nazira Afizul, Nurrul Huwaina Ridzuan Lotfi, Ahmad Redza Ahmad Khairuddin, Norhamidah Yusof.

LITERACY DEVELOPMENT WORKSHOP AND TRAINING FOR MARGINALISED CHILDREN

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2022
MALAYSIA BOARD ON BOOKS FOR YOUNG PEOPLE

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www.mbby.org.my



INTRODUCTION

This project is an initiative to cultivate a reading habit among the undocumented children in the area populated by undocumented families in Tawau. Children from such families are now being offered the opportunity to learn skills and reading through a school, aptly named Tawau Alternative School, Sabah. This project is carried out in collaboration between Malaysia Board on Books for Young People (MBBY) and Tawau Alternative School to instil the passion of reading among the marginalised children. Literacy and language enrichment activities that include reading, writing and singing were conducted during this project to further enhance their interest and passion in reading. Additionally, it also strives to equip the volunteers to conduct more reading activities for the children.



ABOUT THE PROJECT

This project is a community literacy project for undocumented children in Kampung Batu 4, Tawau, Sabah. This remote village is inhabited by people who do not have any national identity documents. The houses are built on water. The children in the village are unable to participate in the mainstream education because they do not have proper documents.

Kampung Batu 4 Pangkalan is a small water village in Tawau, Sabah (East Malaysia). It is directly situated on the coast of the Celebes Sea. Tawau, the third largest town in Sabah is strategically located as it shares borders with the Indonesian province of North Kalimantan and the Sulu islands of the Philippines. In addition, this coastline is surrounded by thousands of islands and islets that form part of the nation states of Phillipines, Indonesia and Brunei. Thus, it is one of the major transit point for both passengers and cargo traffic and an active migration path between Malaysia, the Philippines and Indonesia and Brunei. The porous borders of East Malaysia between these countries result in free flow of immigrants. This has stimulated undocumented entry into Malaysia using the East Malaysian coastline.

Often these undocumented children are associated with social problems such as gambling, vandalism and hanging out. This is because they have a lot of free time as they do not go to school. The undocumented children defined as and includes both Malaysian and non-Malaysian children. The common feature is the absence of birth certificates or other legal identity documents. They are children that may have been born in Malaysia or may have come from other countries at some point of their life (Out of School Children - Unicef - Ministry of Education Malaysia Report, 2019 p.8).

They are children excluded from the databases because of lack of documentation. They are the invisible children. Most of these children are illiterate but are very good with numerals as they are involved in illegal activities such as gambling and smuggling. If these children are uneducated, the chances are, when they grow older, they are likely to remain as unskilled workers with little opportunity of increasing their income, thus, perpetuating the cycle of poverty.

On that basis, a school known as the Alternative School was set up by a group of young people through an NGO named Borneo Comrades. A house which is donated has been turned into a school to provide basic exposure to the children the skills of reading, writing and arithmetic. This project seeks to establish a reading space for the undocumented children in Kampung Batu 4 Pangkalan, Tawau, Sabah. At the moment there is no library there. It also aims to identify and train volunteers to carry out reading activities for the children. Besides, this project also aims to develop the reading and speaking skills of the children in that area, simultaneously enhancing their interest in reading.

Preliminary test was earlier conducted on the children there to assess their level of mastery of literacy and numeracy. The LINUS (Literacy and Numeracy Skills) test was conducted to about 50 children in the village. The Literacy and Numeracy Skills Test is the standard screening methodology that has been adopted by the Ministry of Education Malaysia. The results of the test found that they did not have problems with the numeracy skills but had problems with literacy skills. As a result, the school provided literacy exposure to 50 children aged 5 to 17 through reading modules developed by volunteers of the NGO.

In this regard, to further enhance the children's literacy mastery, this Alternative School Children's Reading Corner Project is proposed. The main purpose is to develop a children's library that offers appropriate books and other materials. It is hoped with the existence of this library, the interest to read can be nurtured among these undocumented children, simultaneously developing them to find reading interesting.

The funds raised will be used to purchase appropriate books and furniture for the library facilities. Besides, it would be utilised to promote reading activities among these children.



BACKGROUND

TAWAU ALTERNATIVE SCHOOL

Tawau Alternative School was established in 2019 in Kampung Batu 4, Pangkalan Tawau for the undocumented children. The establishment of the school was upon the collaboration of Borneo KOMRAD, PERKALAS, Sekolah Jalanan Tawau (Kelas Ikat) and SALAM. This alternative school was established to provide free education for the undocumented children in the area. This school puts high emphasis on developing reading, writing and arithmetic (3M) skills including the mastery of essential living skills such as commerce, agriculture, sewing and cooking. Currently, the number of students in this school is 48 students ranging from 4 to 18 years old stateless students.







OBJECTIVES OF THE PROJECT

- *To train the children how to read and write in Malay language.*
- *To build a reading corner at the school for the undocumented children.*
- *To provide training for the teachers and local volunteers to carry out reading activities with children.*



Compilation of Reading Material

The commencement of this project started with collection Malay language story books and general reading material to be donated to Tawau Alternative School. The book donation were contributed from many sectors which include governmental organizations (Kuala Lumpur Library), academic institution (UPM Publishers), the commercial sector, non-governmental organizations, and private individuals. The collected reading materials were first stationed at two collecting centers, University Selangor and MAIWP International University College (UCMI). Then, the team members sorted and selected the relevant and appropriate books to be donated to Tawau Alternative School in Sabah. The significant involvement by various stakeholders certainly highlights that the initiative was well received.







Reading and Singing Activities

There were two major activities conducted during the project were reading and singing. For the first activity, the children were given the autonomy to choose a story book from the books and later shared the stories to their friends. This activity intends to expose the children to book selection process and also enhance their communicative competence. We facilitated the process by assisting them to choose books that are suited to their interest and also define and explain numerous unfamiliar words. Next, the children were also given the opportunity to retell the stories to a larger audience. The second activity was singing local songs which cheered up the children in the school. Many local songs that include "Sayang Kinabalu", "Berita pada Kawan" and "Terima Kasih" were sung by the children accompanied with musical instruments orchestrated by the children themselves.





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KAKSAMA
YAMAN



Training of Reading Corner Administration

We also demonstrated to the children at the school on how to manage the reading corner and reading material provided to ensure that the corner is fully utilized. It is crucial to ensure that the books donated are monitored and organized systematically. The children were trained to catalogue the books based on genres which acts as a mini library system to the newly-developed mini library. Apart from cataloguing, the children were also briefed on how on to sort and classify the books and make records on borrowed and returned books. Several children were also appointed as the curators of the books. This is to instill the sense of ownership of the books donated. It is also hoped that the children and the community of the area would significantly benefit from this effort.



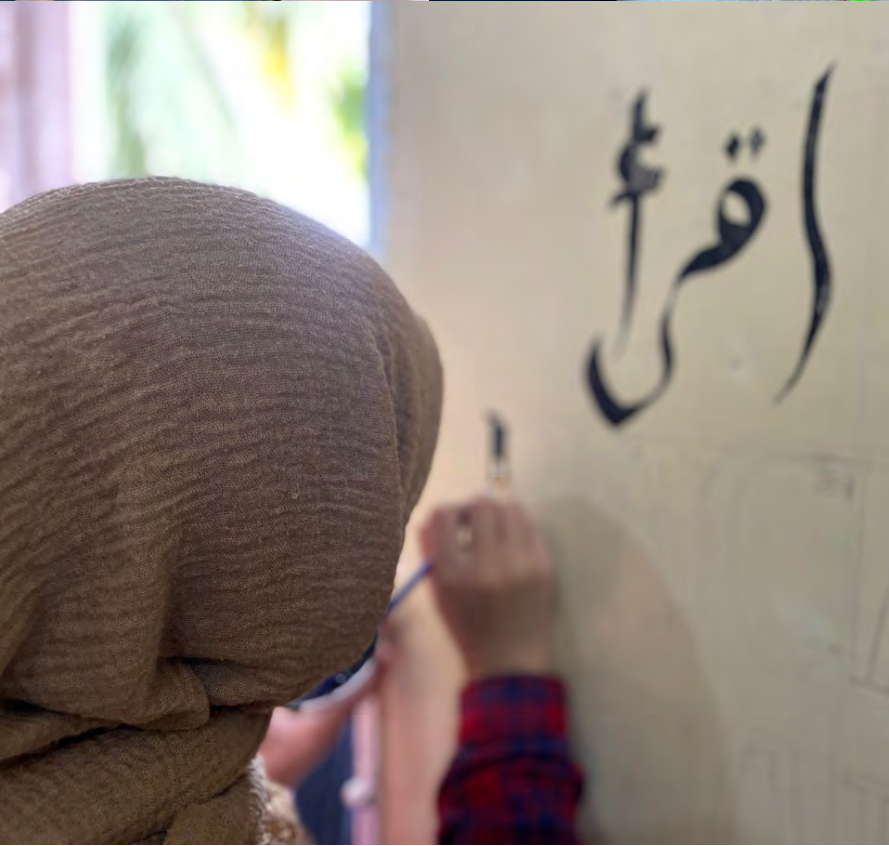


Development of Reading Corner– Communal Work

The development of the reading corner is the most significant aspect of this project. We intended to construct it with the involvement of the community that resides surrounding the Alternative School. The formation of the reading corner began with discussion between the teacher and the community that entailed measuring the area for the reading corner, and gathering the equipment needed. Next, three groups were assigned on three major tasks which are painting the whole room, drawing of mural and building the book shelves and it was completed within a day. We were also thrilled with the presence of the President of MBBY himself, Dato Ahmad Redza who joined us throughout the operation.











Conclusion

We are genuinely moved by the compassion and cooperation offered to us by the children, volunteers and the community during our four-day project. We are also honored by the kindness and the sincerity received from the parties involved. Accordingly, we also plan to revisit the place every six months to further monitor the progress made by the children. It is genuinely hoped that this initiative could foster the reading habit among the undocumented children so that they receive the education they deserve.





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Pusat dan Galangan untuk Membaca dan Berdiskusi
Melayani (MBBY) di Desa Yamada, Kecamatan Yamada, Kabupaten
Koror, Provinsi Nusa Tenggara Barat, Indonesia.
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DASIS AHMAD RIZKA AHMAD RIZKA
Buku: Buku dan Dunia
Koror, NTB, 2023

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**SUDUT BACAAN
MBBY-YAMADA**

Projek ini dijalankan oleh Majlis Buku Kanak-Kanak dan Remaja Malaysia (MBBY) di atas tajaan oleh Geran Projek IBBY-YAMADA untuk anak-anak Sekolah Alternatif, Kampung Batu 4, Tawau, Sabah

**BACA BUKU
BUKADUNIA**

Dunya

DATO' AHMAD REDZA AHMAD KHAIRODDIN
Presiden
Majlis Buku Kanak-Kanak & Remaja Malaysia
6 Julai 2022 | 8 Muharram 1444H



اقرأ
BACA
READ



Acknowledgment

Immense gratitude to IBBY YAMADA Grant 2022 for the trust and fund to conduct this literacy project for the stateless children in Tawau Alternative School. Special thanks to Mr Azwan, the teacher of Tawau Alternative School for his warm welcome, guidance and assistance throughout this project. We are also extremely grateful for the contribution made by the children and the community in participating and developing the reading corner.



Team Members



Norazly Nordin comes from Tawau Sabah. Working as a lecturer in the field of early childhood education at MAIWP International University College. He obtained a Master of Education (Early Childhood Education) from Sultan Idris University of Education. Bachelor's degree and Diploma in Education from the University of Selangor. Now, he is one of the executive committee members of the Malaysia Board on Books for Young People (MBBY) He is also an activist in child development programs and involved in helping children who suffered trauma during the flood disaster in Garut, Indonesia, Shah Alam and Hulu Langat, Selangor Malaysia. Now, he is doing his PhD in the area of Early Childhood Education.

Team Members

Noor Nadhirah Rossli is a lecturer of Early Childhood Education, University College of MAIWP International (UCMI). She has been teaching in Higher Education Institutions since 2015 and has gone through many trainings and development in the education system. Obtained her Bachelor in Early Childhood Education from UNITAR International University back in 2014 and currently doing her Masters in Education (Educational Leadership and Management). Her area of expertise is in Children's Performing Arts such as art and craft, puppetry for young children, music and drama for children.



Team Members



Afina Nazira Afnezul is a lecturer at the English Language Department, Academy of Language Studies in UiTM Shah Alam. Prior to coming to UiTM Shah Alam, she was a lecturer in University Selangor (UNISEL). Afina received her B. Ed. (Hons) TESL from UiTM Shah Alam and her M.ED TESOL from University of Melbourne, Australia. Afina's teaching interest include Critical Academic Reading and Writing, Speech and Communication and literacy. She was actively involved in the curriculum review and development for English as a Second Language (ESL) during her previous service in UNISEL. Her primary research interest are translingualism, bilingualism and English Language Teaching (ELT).

Team Members

Nurrul Huwaina Ridzuan lotfi, was born on July 1, 1992 at Mentakab, Pahang Darul Makmur. She received her Diploma in Early Childhood Education at University Tun Abdul Razak (UNIRAZAK), Bachelor Degree Education (Early Childhood) (Hons) (Children Performing Arts) at UNITAR International University and Master in Early Childhood Education at University of Malaya. In 2016 she joined the higher education institution as a lecturer in Early Childhood Education. She is presently as a lecturer and assistant coordinator Bachelor Degree in ECE Department at University of Selangor. She also an educational fellow of Faculty Education, University Malaya and as an Early Childhood tutor at Open University Malaya. Her main research interests cover several aspects across curriculum, early childhood, innovation in education and indigenous people.



Team Members



Ahmad Redza Ahmad Khairuddin is a businessman whose main interest lies in publishing and the distribution of books. He has more than 15 years of experience in publishing, distribution and retailing, and his publishing house; Mahir Holdings Group and Cerdik Publications Sdn Bhd are currently the leading privately-owned publishing houses in Malaysia. He obtained a Diploma in Investment Analysis from the University Technology MARA (UiTM) Malaysia, a Bachelors of Business in Business Administration from RMIT University, Melbourne, Australia and a Masters of Business Administration from Ohio University, USA. Now, he is the President of Malaysia Board on Books for Young People (MBBY).

Team Members

Norhamidah Mohd Yusof hails from Seremban, Negeri Sembilan and is teaching in a high performance, fully-residential federal secondary school from the cluster of School of Excellence (Sekolah Menengah Agama Persekutuan, Labu). Her past professional experience includes a 16-year career at the tertiary level training pre-service teachers in the field of TESL (Teaching English as a Second Language). Now, she enjoys teaching English to eager teenage minds and coordinating literacy programmes as the acting Library and Media Coordinator at her current school. She graduated with a Master of Education (TESL) from University Malaya (UM), obtained her Bachelor's degree (TESL) from University Putra Malaysia (UPM) and is currently doing her PhD in the area of TESL.



Programme Montage



Scan the QR Code to watch the video or go to
<https://drive.google.com/file/d/1XOs1JLkptISt3eBjMRNPS-P1T4jusNZDA/view>



IBBY-Yamada Fund

Project reports 2022

IBBY Mongolia

Assessment of
Mongolian children's reading post-pandemic



Every child has the right to become a reader



Mongolian children's reading after the pandemic

I. Background & Rational

Since the COVID 19 pandemic started in Wuhan, China in early December 2019, as a small and vulnerable country neighboring with China, Mongolia started taking measures to prevent a possible outbreak within the country. So, all schools nationwide had been closed since February 2020 and classes were online for students including children in primary and secondary schools. Kindergartens and libraries were also closed for the lengthy period.

Children were staying at home and had less access to books and reading materials especially in remote areas and vulnerable and low-income families. There is still limited Mongolian content online for children especially regarding the quality of children books.

The Ministry of Education has been working on a revised law and regulation for the education sector as quality of the education has been questionable and become very weak nationwide. However, it is targeted to formal education and limited to addressing issues such as children's reading and how it should be supported and promoted. In addition, with the new structure of the Government of Mongolia, library and book affairs have been moved to be under the Ministry of Culture.

With the support of IBBY Yamada Fund, the Mongolian BBY section did organize a policy workshop on children's reading promotion in September 2016. It was very effective and appreciated by the ministry, librarians and authors for promoting children's reading and the quality of children's books in the country. As a result of the project, activities of libraries and their cooperation with publishing houses and support by the Ministry were improved in recent years. And, Mongolian children do read more, and publishers and authors publish more quality books in the market. However, the pandemic causes so negatively to children's reading and their access to books unfortunately especially as schools, kindergartens and libraries were closed during the pandemic .

Observing the negative causes, and huge uncertainties and challenges associated with the pandemic, local libraries reached out to the Mongolian section and requested to organize another policy workshop to discuss and find ways to continue to evolve children's reading in the country. But this time with a more scientific approach and also involvement of key users of children's books in addition to key actors in children's reading promotion.

So, issues to address and support through this project were:

- The need to understand children's reading during the pandemic and its post environment: challenges, opportunities and ways to improve
- The need to have an adjusted and workable policy and actions to be discussed among key actors for children's reading promotion
- The need of some practical solutions and advices to demonstrate all the actors

II. Objectives and key activities of the project

The project aimed to review the current children's reading situation by asking and listening to key users of children's books such as librarians, children and parents etc. and discuss and find improved ways on children's reading in a post pandemic environment by organizing a policy workshop with key actors such as the Ministry of Culture, librarians and promoters etc..

Main activities were followings in four sequential package of actions

- a) Survey and consultations: Learn and listen to concerns and ideas from those who are users of children's books in a post pandemic environment through a survey and also some focus group consultations. Participants in the survey were librarians, children and parents. The activity was organized for June- September 2022.
- b) A note of key findings: Collected all what learned from and responded by the key users, and made an analysis and wrote a summary note and draft recommendations. The activity was done in October 2022.
- c) Policy discussion: Based on the analytical note and draft recommendations, through a policy workshop among key actors, a list of joint recommendations on children's reading promotion in a post pandemic environment has been discussed and developed. And it was communicated with key actors including the Ministry of Culture, the Children's Central (National) Library and libraries at major schools in the capital city. The workshop was conducted on 11 November, 2022.

III. Major outputs and results of the project

The project has been implemented under the leadership of the Children's Central Library of Mongolia and Mongolia BBY section.

a) Survey and consultations

The survey was conducted among three main target groups such as librarians, parents and children.

A questionnaire with 7- 10 questions for each of the three groups was developed, and in total over 250 people representing librarians, parents and children in Ulaanbaatar, the capital city and a few provinces in Mongolia participated in the survey.

During the National Book Day event in Ulaanbaatar in September, some dialogues about the children's reading and survey questions were held to get views and opinions of key users of the children's books.

The survey questions for librarians aimed to get basic but important data of librarians of children's libraries such as their experiences and capacity building needs in addition to the children's reading. The questions for children and parents were mainly about children's reading including what and how often do children read, how they choose books, and how they access reading and services at libraries etc. So, with the survey, we got very helpful data and information about librarians, and children's reading expressed by children, parents and librarians.

b) A note of key findings and recommendations

A note including a list of key findings and recommendations based on responses and findings from the survey has been developed. Key issues included in the note are:

- Reading habits are still quite strong among children
- But access to the quality books and services at libraries, and support from parents and librarians are very important to keep the situation and improve it further
- Coordination between directors and librarians at primary and secondary schools are weak, and need to be improved
- Children's reading habits are not promoted broadly due to many competing social issues in the society
- Capacity building of librarians are much needed
- Wages and social security of librarians are very low and weak
- Parents are the ones who influence their children to read. But libraries should be more proactive and active to support children's interests in reading
- Capacity, experience and enthusiasm are main factors of successful librarians to support children and students visiting their libraries, and developing and maintaining their reading habits.
- But more institutional and policy support is needed for libraries and librarians.

c) Policy workshop

The policy workshop was organized among librarians of major children's libraries in the capital city and representatives of the Ministry of Culture under the leadership of the Children's Central Library jointly with the BBY Mongolia section.

The workshop was associated with the Month of Creative Culture, a campaign led by the Ministry of Culture.

Both key findings and a draft recommendation note of the survey were presented at the workshop. And after the presentations, participants of the workshop had groups discussions (5 groups) by focusing on four major issues raised from the survey and provided proposed recommendations and actions to be taken. The four issues were:

1. Support children's reading habits and making them friend with books
2. Improve and enrich collections of children's libraries
3. Capacity building of librarians at children's libraries
4. Encourage volunteering in children's reading promotion

Issues raised from all the group works were aligned with the findings of the survey but also enriched in terms of actions to be taken.

IV. Results in a brief

- a) In total 250 children, librarians and parents participated in the survey and consultations: 200 people attended in the survey and 50 people attended in group dialogues.
- b) 60 people representing the Ministry of Culture, the Children's Central Library and libraries, reading promoters attended in the policy workshop and provided their inputs into the final recommendation note.
- c) An analytical note and joint recommendations have been developed, consulted and agreed among the key stakeholders and communicated with some key institutions.
- d) Follow up actions discussed and committed by the Children's Central Library and libraries in Ulaanbaatar.

VI. Some photos of the policy workshop



Category: IBBY workshop and training programme



IBBY-Yamada Fund

Project reports 2022

IBBY Pakistan The Camel Caravan

Bringing books where there were none



Every child has the right to become a reader

2023 Annual Report Estaal Camel Library



Prepared by
Amna Hassan Kazmi



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Introduction

The Estaal Camel Library, funded by **the IBBY Yamada Fund**, has been successfully running since May 2022 in various villages of Gwadar. This unique initiative aims to bring the joy of reading and learning to children living in remote areas with limited access to books and educational resources. The camel library, named Estaal, has become a beloved friend and source of inspiration for the children, fostering a love for reading and promoting education in these underserved communities in Gwadar.



Program Overview



The Estaal Camel Library has been making regular visits to different villages, providing children with access to books, storytelling sessions, and interactive activities. The program's primary objectives include promoting literacy, fostering a sense of empathy and connection with animals, preserving native culture, and encouraging creativity and curiosity among young minds. Additionally, the library utilizes the power of puppetry and props to enhance storytelling and create engaging educational experiences for the children.

Partnerships



Since its inception, the Camel Libraries has expanded its reach and formed partnerships with various organizations dedicated to education and community development. These organizations include Ali Bano Foundation Sindh, Jandaran Welfare Foundation Balochistan, Female Education Trust, Bamsaar, Rotaract Club Gwadar, Sunset Millennium Rotary Club, Saahil Welfare Association, Dream Welfare Organization, and others. The collaborative efforts of these organizations have further strengthened the program's impact and allowed it to reach more children in need.



The Camel Caravaan

The vision behind these camel libraries was to:

1. Establish an eco-friendly model.
2. Promote animal rights and develop a sense of empathy and the importance of animals in the hearts and minds of children.
3. Utilize the best mode of communication in areas with no roads and rugged terrain.
4. Represent the native culture of those areas.
5. Encourage creativity, spark curiosity, and foster reading habits in young children.

We now have nine camels named; Roshan, Raunaq, Aman, Khushi, Chirag, Mashal, Estaal, Umeed and Nayab.

Beneficiaries - Estaal

The Estaal Camel Library has been consistently visiting different villages, expanding its outreach and benefiting numerous children. Here is a summary of the program's impact from May 2022 to May 2023:

Months	Girls	Boys	TOTAL
May 22	33	33	66
June 22	39	35	73
July 22	42	35	77
Aug 22	54	40	94
Sept 22	55	35	90
Oct 22	50	41	91
Nov 22	52	45	97
Dec 22	60	41	101
Jan 23	61	43	104
Feb 23	69	49	118
Mar 23	84	57	141
April 23	70	55	125
May 23	77	58	135
GRAND TOTAL	746	567	1313

Beneficiaries

All Camel Libraries

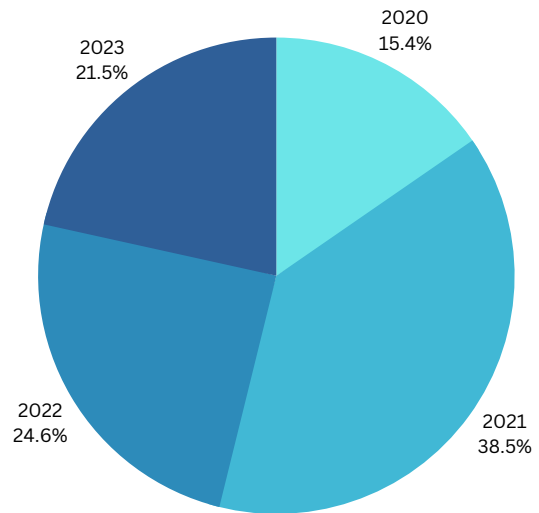
The Camel Libraries has been consistently visiting different villages, expanding its outreach and benefiting numerous children. Here is a summary of the program's impact from December 2020 to date.

Villages	Girls	Boys	TOTAL BENEFICIARIES
52	3640	2860	6500



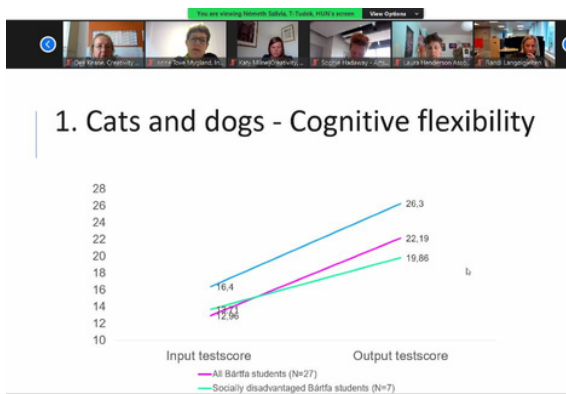
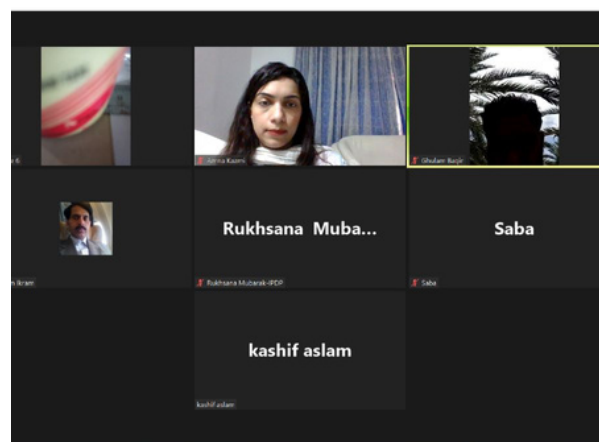
Media Coverage

The Camel Library has garnered national attention and media coverage since its launch. News channels, such as The Guardian, China Post, The Dawn Magazine Aurora, Arab News, and Al Jazeera, have highlighted the program's unique approach and its positive impact on the lives of children in remote areas. The names given to the camels, including Estaal, Khushi, Roshan, Aman, and others, have made the mobile libraries even more special and memorable for the children.



Training

Alif Laila organized multiple virtual training sessions on Zoom to enhance the skills and abilities of all the camels involved in the camel libraries across Balochistan. The training focused on various activities such as storytelling techniques, role play, and puppet shows, specifically designed to engage and captivate children. One of the sessions delved into the effective utilization of testing tools for reading assessment and comprehension. Through these training sessions, Alif Laila aimed to equip the camel librarians with the necessary tools and techniques to create immersive and interactive experiences for the young readers. By incorporating these innovative approaches, Alif Laila continues to promote literacy and learning in a unique and engaging manner.



Feedback

Efforts have been made to capture the feedback and experiences of the children and their parents through video recordings. The positive response from both the children and the community has been evident, with increased enthusiasm and excitement about the Estaal Camel Library. The videos will be shared with the donors to showcase the program's impact and highlight the transformative effect it has had on the children's lives.

Looking ahead, the Estaal Camel Library plans to continue its regular visits, expand its partnerships, and explore further opportunities to enhance the educational experiences it offers. The program aims to reach more children in remote areas, empowering them through the joy of reading and equipping them with the tools for a brighter future.



Children's Comments

Yusra

"I never had books at home before, but now when Estaal the camel comes with the library, I feel so excited! I love flipping through the pages and discovering new stories. It's like a treasure chest of knowledge and imagination that the camel brings to us. Thank you, Estaal!"



Waseem

"The camel library is the best thing that has happened to our village! I used to hear stories from my grandmother, but now I can read them myself. I feel so happy when Estaal comes with books. It's like a magical journey into different worlds and adventures. I can't wait for the camel library's next visit!"



Children's Comments

Waheeda

"Books were always a luxury I couldn't afford, but now the camel library has changed everything! Estaal brings books filled with colorful pictures and exciting stories. I feel so lucky to have access to these books. They take me to places I've never been and inspire me to dream big."



Junaid

"The camel library is a ray of light in our village. Before, we had no access to books, and now we have this amazing camel bringing us stories. I wait eagerly for its arrival every time. Reading has become my favorite hobby, thanks to Estaal and the books it carries. I'm grateful for this opportunity to learn and grow."



Children's Comments

Zunaira

"The camel library is like a magical oasis in the desert of our village. I love how the books come to us on Estaal's back. It's a special feeling when I hold a book in my hands and immerse myself in its pages. The camel library has ignited a love for reading in me, and I feel so grateful for this incredible gift."



Success Story

Ismail, an incredibly resilient and determined individual, once operated a small shop selling biscuits, chips, and other snacks. Unfortunately, the shop's limited profitability failed to provide the financial stability Ismail desperately sought for his beloved family. Compounding his struggles, Ismail faced the daily challenge of living with a physical disability that prevented him from pursuing physically demanding work. Despite his deep longing for higher education, financial constraints held him back, and he couldn't progress beyond high school. However, Ismail's life took a remarkable turn, thanks to the transformative power of the Alif Laila Book Bus Society and the generous support of the IBBY Yamada Fund.

With unwavering determination, Ismail embraced the extraordinary opportunity presented by the camel libraries. This initiative not only brought about a positive shift in his financial situation but also ignited a passion within him that he had never known before. As he started reading captivating stories to eager children, Ismail discovered an immense joy that radiated from his heart. Being the conduit of knowledge and imagination brought him solace and fulfillment, making every word he read a beacon of hope for the young minds he encountered. This newfound purpose resonated so deeply within him that the thought of leaving this work behind is unfathomable.

Now, as the sole provider for his entire family, Ismail shoulders the immense responsibility of ensuring their well-being. His elderly parents, loving wife, and two precious daughters depend on him for their everyday needs and dreams. Thankfully, Ismail's elder daughter, fueled by the abundant resources of the camel library, has become an eager learner, gaining knowledge and skills that will shape her future. This invaluable advantage enriches their lives and empowers them to reach greater heights, breaking free from the constraints of limited opportunities.

Ismail's journey has been truly transformed by the Alif Laila Book Bus Society and the visionary support of the IBBY Yamada Fund. Through their unwavering commitment and belief in the power of literacy, they recognized Ismail's potential and provided him with a life-altering opportunity. By hiring him as a mobile librarian and social mobilizer, they not only improved his financial circumstances but also elevated his spirit and ignited a passion within him. Ismail's success story stands as a testament to the remarkable impact that can be achieved when organizations and individuals join forces to empower and uplift those who face significant challenges.

Today, Ismail continues his inspiring journey, bringing the magic of books and storytelling to countless children in the villages of Gwadar. Through his dedication and the unwavering support of Alif Laila and the IBBY Yamada Fund, Ismail serves as a beacon of hope and inspiration, illuminating the path of education and imagination for those who need it the most.

Ismail Yaqoob Librarian



Conclusion

The Estaal Camel Library, supported by the IBBY Yamada Fund, has successfully made a difference in the lives of children in remote villages of Gwadar. By bringing books, storytelling, and interactive activities to these underserved communities, the library has sparked curiosity, promoted literacy, and fostered a love for learning. The program's unique approach, combining the use of camels, puppets, and native culture, has created a truly immersive and transformative experience for the children. With the continued support and dedication of the funders and partner organizations, the Estaal Camel Library will continue to empower and inspire generations of young readers in the years to come.



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IBBY-Yamada Fund

Project reports 2022

IBBY Peru **The Trust Libraries**

Developing a book culture in a context of crisis



Every child has the right to become a reader

Project report IBBY YAMADA 2022

BIBLIOTECAS DE LA CONFIANZA ('Trust Libraries')

CEDILI IBBY PERU

Introduction

Bibliotecas de la Confianza ('Trust Libraries') is a project that began on March 16, 2020, following the State of Emergency decree due to COVID-19. The objective was to offer books on loan at home, initially in the district of San Miguel, so that the neighbors of the area can stay at home reading, complying with the social distancing contemplated within the sanitary measures to face the pandemic.

This project, whose initial infrastructure consisted in the use of a wooden fruit box as a bookcase, kept its original concept as it is a container that transports and contains a basic necessity and likens the value of food to that of books. This box was installed on the facades of some houses or in spaces on public roads, always outdoors, facilitating free access to books and appealing to the trust of users, who reported the loan of books by text message or WhatsApp. Additionally, since September 2020, we implemented reading points in four common pots / soup kitchens in Villa El Salvador, Puente Piedra, San Juan de Miraflores and San Miguel.



User of the Biblioteca de la Confianza located in Alameda Sur, Chorrillos. Photo: Cristian Sierra (volunteer)

The accessibility of this format made it possible for the project to be replicated in different regions of Peru, in urban and rural areas, reaching 47 reading points in March 2021. However, due to the return to face-to-face work, some volunteers left the project and others adapted to the new conditions by joining other establishments, strengthening the links with their community.



André Molina (10 years old), volunteer at the Trust Library in San Juan de Miraflores. Photo: Yobana Falcón



Children of the Puente Piedra Trust Library, preparing the boxes.

For IBBY Yamada's funding, we selected the spaces that had the greatest influx of public and are more constant in their activities. These are located in vulnerable districts of the province of Lima, e.g. Lomo de Corvina (Villa el Salvador), Virgen de la Candelaria Moya (Puente Piedra) and Horacio Zeballos (Huaycán, Ate).

It should be noted that the latter is a space specially built with the purpose of functioning as a reading room for the community. This small library is led by Gabriela Yauri Condo, a 16-year-old teenager who joined the network when she was only 14 and is now a reference for her classmates at school and for the children in her community.

The Trust Libraries, being a self-financed project, have used furniture that is not always in optimal conditions; the furniture and books are donations and very few are in perfect condition, therefore the funding received has been useful to equip the community libraries with adequate and comfortable furniture, as well as for the purchase of new books, didactic games and educational materials.

Objectives

The objectives of the proposal were the following:

1. Create adequate and comfortable reading spaces for children in three communities.
2. Provide collections and reading materials appropriate to the specific needs of the children attending these libraries.
3. Provide educational tools and resources to library staff (parents and community leaders).
4. Organize activities and services for children and their families.

Carried out activities

1. Organization of activities

In January and February, meetings began between representatives of CEDILI and the Network of Trust Libraries to coordinate the needs, requirements and activities of the project. These meetings continued until December, when the project was closed.

2. Purchase of furniture and books

We began with the implementation of the Horacio Zeballos Trust Library, in the district of Ate. This room was chosen because it is the first space conceived to function as such. This 20m² reading room is located on the second floor of the house of Gabriela Yauri Condo, one of the Nnetwork's youngest volunteer librarians, who joined the network in June 2020 and has worked steadily to date, receiving recognition from different institutions for the work she carries out in her community.



Gabriela Yauri (14 years old), volunteer at the Trust Library in Ate. Photo: El Comercio



Reading room implemented on the second floor of the Yauri Condo house in Horacio Zeballos

Due to the capacity of the room, the activities cannot receive more than 15 users at a time. For this room, bookshelves, a desk, a swivel chair, two large folding tables and 15 folding chairs were purchased. The decision for the last two to have these characteristics was made in order to be able to have free room for other types of activities, such as storytelling and film screenings.

The next room to benefit from the implementation was the one in Lomo de Corvina, in the district of Villa el Salvador. This reading point was incorporated into the Trust Libraries Network in September 2020, being the first one located in a common pot and adapted to the space of a soup kitchen that was no longer used after the arrival of COVID19.

This reading room was selected because of the constancy of its activities and the number of children it serves, who had the possibility of accessing educational material since several of them dropped out of school during that year, and with volunteer teachers who provided remedial classes.

This reading room is 40m², which allows for a larger amount of books and furniture. However, before the Yamada project intervention, some of the furniture was in poor condition. The deteriorated shelves were replaced to reorganize the collection, as can be seen in the following images.



Reading room in Lomo de Corvina, 2021



Reading room in Lomo de Corvina, 2022

The third beneficiary was the Trust Library of Virgen de la Candelaria Moya in Puente Piedra. This room is located in the common pot 'Ollita de la virgen', which applied to join the network in February 2022 but was functioning as a reading space months before. The community work carried out by leader Yesica Peña created a good precedent to train readers in her neighborhood, as she was able to convene groups of volunteer teachers to develop activities throughout the year. Before joining the network, this room operated with borrowed furniture and a small collection of books. For this reason, it was equipped with bookshelves, 2 folding tables and 15 folding chairs.



Reading room in Virgen de la Candelaria Moya, 2021



Reading room in Virgen de la Candelaria Moya, 2022

3. Purchase of books and work materials

Book purchases were made in two parts: in April (80 books) and in December (15 books). In both cases, titles and formats were selected whose characteristics are preferred by the users of each room.

Finally, it should be noted that the aforementioned reading spaces are located in places lacking some basic services. In the absence of these services, these reading spaces do not keep a computerized record of their collections, nor of their loans.

For this reason, the books must be recorded manually. For this reason, office supplies such as binders, envelopes, cardboard, card stock, notebooks and pens were purchased.

4. Cataloging Process

To support the process of cataloging collections in the reading rooms, CEDILI catalogued the books donated by the institution.

In addition, as part of the workshop on management of reading spaces, the CEDILI Cataloging Manual was shared with the librarians and mediators in attendance. This manual presents a technical processing system taken from the Dewey System, but simplified through colors and simple numbering, which can be adapted according to the needs and possibilities of each library.

5. Implementation of libraries

As we mentioned at the beginning, the implementation prioritized the renovation of furniture that was in poor condition, as is the case of the Lomo de Corvina reading room; here shelves were purchased to replace the ones that were about to break. These shelves function, in turn, as a dividing wall between the living quarters of the leader of the common pot and the reading room, proving very useful for the delimitation of the work space.

The other two rooms (Horacio Zeballos and Virgen de la Candelaria Moya) were fully equipped with bookshelves, tables and chairs for readers. In Horacio Zeballos, a desk and chair were placed for the reception of readers.

6. Workshops – Phase A: Implementation and management of reading spaces

This stage of the workshops was aimed at librarians and mediators of the three reading rooms. The topics addressed were: management of community reading spaces, cataloging and processing of collections, and reading promotion strategies.

These topics were addressed and discussed over two dates, with the facilitation of Crisia Malaga and Gilda Chang, members of CEDILI, and librarian Denise Degregori.

Participants had the opportunity to share experiences and discuss the challenges they face in their spaces, such as how to manage their collections, how to implement a lending service and how to effectively communicate their activities.



Planificación y Gestión de Bibliotecas



7. Workshops – Phase B: Mediation strategies for librarians/reading promoters

The pedagogical proposal aimed at the training of reading room attendants and other volunteers was carried out in three different reading spaces, taking into account the following considerations:

- The target public: mothers and housewives, some with incomplete basic education and whose areas of residence do not yet have complete basic services, participate in the common pots. These groups are led by leaders, also women, who are between 30 and 40 years old and who have previously developed community work (for example: leading tasks for the construction of their sports fields or stairs). Their conception of reading and their motivation for requesting a library lies in the formation of a reading habit among the children of their locality. However, they lack strategies to invite them to interact with books, so they are not concerned about carrying out activities that involve them as mediators.
Other people in charge of the libraries are teenagers, who voluntarily attend the spaces to collaborate with the organization of books and materials, and to collaborate with the attention in the room.
Finally, teachers and volunteer mediators attend, specifically in the Lomo de Corvina and Virgen de la Candelaria Moya reading rooms. They are young university students pursuing careers related to literature, social sciences, art and education.
- Topics of interest: Because the profiles of the target audience are very different, a basic workshop was designed to read aloud, review different book formats, share points of view, build ideas and create texts individually and collectively.

The topics to be developed in the workshop and the educational dynamics were:

- **Exploration of fragments and quotes from books:** books by different authors and topics were selected, including texts on libraries, reading mediation, reading trajectories, as well as reflections on literature and history.

These texts were printed on A5 sheets and displayed on a wall so that participants could approach them, read them calmly and take away the one that caught their attention.

Then, they were shared in the group, reading them aloud and commenting on why they were chosen to demonstrate the link between books and our interests and affections. This dynamic also sought to show that the reading of a text can have different interpretations and that, for this reason, it is important to avoid leading questions in a literary conversation.





- **Exploration of children and YA adult literatura book formats and read-aloud narration:** after sharing points of view, a series of children's and young adult literature books with different characteristics were presented: album books, illustrated books, pop-up books. First they were exhibited and then the following questions arose: how do you read a book that has no letters?, is a book with few text only for small children or those who are just learning to read?, is a book with pictures not distracting?, should older children read books with more pages and letters?. Then the questions were solved one by one using as examples some of the books acquired for the libraries, such as: *Teléfono descompuesto*, by Brenman and Moriconi, *¿Qué crees?* by Mem Fox, *El animalario universal del profesor Revillod*, by Miguel Murugarren and *Cuentos silenciosos*, by Benjamin Lacombe.



- **Recommendations for forming a book club:** After addressing the formats, we took care of the contents. The question posed was: how do we develop a proposal for a book club or collective reading exercise without knowing the interests of all our participants? So the suggestion was the use of alphabet books and others in which words are the main theme. The titles suggested and reviewed in the session were: *En forma de palabras*, by Micaela Chirif; *A, B, C mi primera cocina*, by Romero and Frankel; and *El circo fantástico de los hermanos A, B, C*, by Natalia Méndez.



The use of books whose main theme revolves around our relationship with words are integrative when we work with new audiences or with children who are learning to read or write. The literary conversation can be oriented to know, in a very general way, the vocabulary of each participant, what is his or her relationship with words and whether or not he or she reads at home.

- **Writing recommendation reviews of our favorite books:** Finally, part of the mediators' and librarians' job is to recommend books to their readers, so workshop participants were asked to look for their favorite book on the shelves of the reading room and write a recommendation that would then be posted on one of the walls.





8. Evaluation of results

One of the most evident results has been the increase in the number of users in the three rooms. For example, the Horacio Zeballos Trust Library - which did not have a room, but only offered book loans at home - doubled the number of beneficiaries of different ages and has integrated volunteers from the community for the attention and care of this new space.

New users are attracted, in principle, by the educational games: chess, puzzles, jenga and other board games purchased with funding from IBBY Yamada. However, among the children and adolescents who take care of the room there is a rule proposed by themselves: the games are loaned only if they first read two or three books. This strategy was reported after its application and, however innocent it may seem, it has gained the loyalty of a reading public that no longer attends exclusively for the games, but now requests to borrow books at home and has become acquainted with new authors such as Isol, Roald Dahl and Oliver Jeffers.

Now that we have office materials, it will be possible to keep track of loans and record user comments. This will allow us to make an annual balance and a qualitative assessment.



Storytelling at AAHH Horacio Zeballos for users of the Trust Library, December 2021



Storytelling at the AAHH Horacio Zeballos Trust Library, December 2022

9. Communication and promotion actions

Being located in human settlements lacking basic services, publicity for library activities is done through word of mouth, which in this case is very useful, since the reading spaces are located in common pots attended by a large part of the community. In this way the women leaders are in charge of communicating the activities while distributing the food, inviting other families to participate.

Likewise, the children invite other children to visit the space using the same strategy, but reaching out to another public that lives in the higher areas and farther away from the hills.

Some communication strategies that were shared in the workshops offered thanks to the project were the design of small posters created by the children in the same rooms, the management of interviews in small local radio stations or the creation of accounts in social networks.

In order to continue strengthening the library network in the face of new allies and stakeholders, the project has been communicated through the Facebook channel of the same network and CEDILI. We hope that this type of promotion will contribute to involve new sources of funding that will continue to make this initiative viable.

Goals and indicators

The following results were proposed in the baseline proposal:

A. Quantitative results

Target	Achievements
4 libraries are equipped and serving children from 1 to 12 years of age in Villa El Salvador, San Juan de Lurigancho, Manchay and Ica.	Three libraries with new furniture (shelves, tables and chairs) for children and adolescents from 1 to 16 years old were implemented in Villa el Salvador, Ate and Puente Piedra.
160 new books are available for the children of these communities.	95 new books were purchased and we received a donation of 80 books from CEDILI: 175 books in total.
36 parents, teachers or local youth have been trained as Librarians and Reading Promoters.	48 parents, teachers or local youth have been trained as librarians and reading promoters.
400 children from the four communities mentioned above attend the libraries and have participated in their activities.	100 children from the 3 communities mentioned above attend the libraries and have participated in their activities.
The project is known through the CEDILI and IBBY networks.	The project was disseminated through the networks of the Trust Libraries and CEDILI.

B. Qualitative results

1. A book culture is established. Books and reading are recognized and used in the three intervention communities as tools for education and integration.
2. The implementation of the reading rooms and the welcoming of the communities serve as references for other common pots and neighborhoods that wish to have a Trust Library.
3. Mothers who are part of the common pots are aware of the importance of reading with their youngest children to form the habit of reading and create an affective bond with books.
4. The children of the community value the work done, taking turns to clean it and keep it tidy, respecting the gauges and treating the educational materials and didactic games with care.
5. It is a valuable space for the community. Although it is true that since the initial implementation it already was, but now that it has new furniture, new books, didactic games and educational materials, children attend with greater enthusiasm to make use of them.
6. Now that we have didactic materials, the network can plan to carry out a greater number of activities that will attract more volunteer teachers for artistic and literary creation workshops.



IBBY-Yamada Fund

Project reports 2022

IBBY Zimbabwe Story Reading Flyers

for reading promotion at schools and at home



Every child has the right to become a reader

IBBY ZIMBABWE SECTION REPORT 2022

Introduction

The IBBY 2022 Yamanda Fund Project was about producing 39 story reading fliers with 78 stories for distribution to 20 primary schools. The fliers catered for ECD (Early Child Development) classes and grades 1 – 7. The fliers had an illustration at the top which portrayed the focus of the story. They are one page stories laminated back to back. The fliers were produced in two batches and distributed accordingly. This was completed on schedule as planned. Feedback from the schools indicated that the fliers were well received by the learners. Their brevity of the stories inspired the children to read and assist students to get back into the learning process that had been interrupted by the long breaks from school caused by the COVID 19 pandemic. Generally we were satisfied that the Project achieved its primary objectives and wished we had covered more schools. Beneficiary schools were mainly from high density residential neighborhoods and deprived areas.

Outcomes Framework

The contributors of the stories met briefly at the beginning of the project to share on what the stories intended to achieve. The general thrust was to engage the young, develop an interest in literature and books with the view establish the ground for a reading culture. The team agreed that stories make people /students think about their personal circumstances, their culture their education and their future. Stories also illustrate the realities of life, whether the situation applied to them or not. That stories need to have an entertainment value as well as many learning angles primarily for the young learners. We believe these aspects were captured in the stories that were produced.

It was our understanding that some learners would get the gist of the stories and benefit right away while others may require assistance of teachers, adults or friends to breakdown the themes and maximize the benefit from a story. This is not to say the stories were complicated. Children have different abilities. We anticipated that the stories would generate debate among the students and that it would be easy to revisit the story because they are short. Some teachers used the stories for resource exercises especially where the themes are a bit challenging.

The stories in the Project cover a wide variety of topics and themes from the environments, geography, folklore etc. Learners are encouraged to read as many stories as they can in order to boost their vocabulary, their body of knowledge, widen their intellectual horizons and in the end develop a reading culture.

The authors were drawn from different backgrounds and we believe this enriched the style, content and variety of the plots for the readers. Among the contributors were academics – lecturers at universities, poets, performing artists, authors, social commentators and literary critics.:

It is our view that the stories encouraged young people to absorb the values of unity, tolerance, cooperating with other people etc. for the benefit of society. That one does not always have everything they need in life. There is scarcity of goods and services in Zimbabwe and in the world. The stories therefore depicted practical, real life situations highlighting the need to share, to be patient, observe rules and norms, obey parents, elders and authority. That people are different socially, economically, intellectually and physically and are interdependent.

It is our view that the stories will improve reading skills and functional literacy. That the investment made was worthwhile and beneficial both in the short and long term. The evaluation and monitoring of the use of the stories will not end with end of the Project period. We will continue to interact with the schools and teachers for feedback on the overall impact of the Project.

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21 December 2022