



# LIBRARIES FOR CHILDREN AND YOUNG ADULTS SECTION

## SCL News



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<http://www.ifla.org/en/libraries-for-children-and-ya>

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# The Chair Speaks

*a*s the year 2011 is approaching I feel a little sentimental. August 2011 will be the month and year when I have to say goodbye to the children's section after 8 years. First I had the opportunity to work for 4 years as secretary and the last 4 years as chair, which is approaching the end of term. I am sure I will miss you all, members of the standing committee and members of the section. We have done so much!!

Several Guidelines were published, the standing committee has representations from all over the world and no longer "just" the northern hemisphere, Newsletters have been published, a new website and our own pages have been changed and updated for web 2.0. Two great new projects have been started: database on Reading Promotion, as part of the Libraries Success stories database and the Sister libraries project. The latter one is indicative that colleagues from all over the world want to be connected, both for exchanges on a professional and personal level.

This project was presented at the Gothenburg conference and an update on what was going on, what went very well (number of interested libraries that want to be connected for instance) and things that needed more attention (like how to get really started, once connected). However, we are sure this will be solved in due time. The energy and enthusiasm of everybody is heartening.



As many of you will recognize, people tend to ask what it is that IFLA is offering you, as a person, or you, as a library professional. As Patricia Roberts, director of Jamaican Libraries, once said to me: There is more that unites people than there are differences!

And that is so true!

Globalism is something you can feel when working within IFLA. Working on Guidelines is so interesting: the differences in, sometimes, political issues and overcoming them in order to publish them, is a wonderful experience. I really hope that despite the budget cuts and economic crises all over the world we will be able to join forces and work together. We are members of web 3.0 or are we not?

I feel very confident that we can overcome the challenges we are facing. If we want to we can work together, whether we are able to meet face to face or just by Skype or videoconferencing! The choice is ours. Let us all take this challenge and make 2011 a very, very special and optimistic year!

I hope to meet all of you either in Puerto Rico or by email, Skype, Twitter or ...

**Ms Ingrid Bon**  
*Arnhem, The Netherlands*  
**Chair of IFLA Section: CHILD**

*[Ingrid's photo credit: Rinus van Schie/ Westervoort]*



# Editor's Note

Many of us would have never imagined or even seen them coming, yet the entire world had felt their tremours. I am referring to "black swans" that appeared in history shaping the course of how we learn now and also in the future.

"Black swan" events, according to Nassim Nicholas Taleb (author of *The Black Swan: The Impact of the Highly Improbable*), are unexpected events that are of large magnitude, hugely important, rare and one can explain and predict their occurrence only after the fact. If I have lost you, I am referring to rare occurrences like the rise of the internet and the personal computer, which has revolutionised the way we work, function and learn.

In 2010, we saw one more such "swans" glide through our lives – this was the iPad. It rode in after Apple's other definable products like the iPod and iPhone. The iPad phenomenon took the world by storm. Everyone had to have this latest gadget that may be the mother of all things touch-screen. People were using it to download eBooks, operate multiple apps at one go, and interact with technology in such an intimate way. With the advent of such new technologies, does this predict the end of libraries or physical books?

Nassim Taleb explains in his book, not so much to predict Black Swan events, but to turn negative ones into one's favour or to be able to exploit positive ones to the fullest. Libraries and educational institutions jumped at the opportunity of using technology and social media tools, to make learning more accessible and engaging – reaching out to more people than before as technologies break down barriers and connect more people with each other and to library content. In this issue, we see an example of libraries

using gaming technology as a means to engage young adults. Another article shows how libraries approach designing new services and programs through fundamental principles of understanding the needs of their user groups. We get to read about Madison Public Library steps to include the very young ones, digital natives nonetheless, as part of their advisory groups.

And when we understand how our children learn best and also enjoy the process of learning, we can determine the appropriate methods. Hence, in this issue too, we see how traditional programs of helping children nurture the reading habit still hold true for many libraries and see very positive responses yearly.

Like the novel by bestselling author Caroline B. Cooney's "Three Black Swans", although black swan events give rise to panic at the beginning, since they are so unexpected, they can turn out to be something to celebrate about. But it can only be a celebration if we look at things positively and make the situation work in our favour.

So I challenge all librarians to keep Black Swan events in our stride and, as a community, to help each other discover the infinite possibilities that such occurrences throw our way. Have a great 2011!



**Ian Yap**  
Singapore  
**Information Coordinator**  
**IFLA Section: CHILD**  
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# The ALMA week in Stockholm

## Astrid Lindgren Memorial Award (ALMA)

by Ingrid Källström



The *Astrid Lindgren Memorial Award* is the largest children's and youth literature prize in the world. It was founded by the Swedish government in 2002, the year when the world famous Swedish author, Astrid Lindgren, died at the age of 94. This international prize is awarded every year since then, to one or more recipients. Authors, illustrators, story tellers and promoters of reading can be recipients, no matter what language or nationality. The award is given to honor a life long work, rather than an individual performance. The prize can only be awarded to someone who is still alive and not posthumously.

The purpose of the prize is to increase the focus on literature for children and young adults, and to strengthen the rights of children from a global perspective. The work of the recipients must be of highest artistic quality and deeply involve the humanistic thoughts and the spirit of Astrid Lindgren. The *Astrid Lindgren Memorial Award, ALMA*, is administrated by the *Swedish Arts Council* and the prize money is five million Swedish crowns (approx. 700.000 USD or €540.000). The Award Ceremony is the highlight of the Award Week and a celebration of children's literature in the presence of H.R.H Crown Princess Victoria of Sweden.

This year, 2010, the award was given to Kitty Crowther, illustrator from Belgium. From the website of ALMA ([www.alma.se](http://www.alma.se)) I quote "One of the cornerstones of her authorship is to show how weakness can be turned into strength. Her loyalty to children is unconditional. The sympathy and intense empathy Kitty Crowther shows with her fictional characters is an expression of the deep humanism that runs through all her works."

### THE RECIPIENTS OF THE ALMA PRIZE :

- 2003 CHRISTINE NÖSTLINGER  
&  
MAURICE SENDAK
- 2004 LYGIA BOJUNGA
- 2005 RYOJI ARAI  
&  
PHILIP PULLMAN
- 2006 KATHERINE PATERSON
- 2007 BANCO DEL LIBRO
- 2008 SONYA HARTNETT
- 2009 TAMER INSTITUTE
- 2010 KITTY CROWTHER



Kitty Crowther conducting a workshop on illustration for children.

At the end of spring, the award winner visits Sweden and sometimes other countries for about a week. This week is very intense and full of activities like seminars, workshops and meetings with colleagues and children, politicians and journalists, librarians and promoters of reading. Schools are involved and competitions for pupils with focus on literature reach the peak during this week. The winner this year, Kitty Crowther, conducted some very popular and inspiring workshops for children at the Art Studio of Kulturhuset, where I work. She showed the children how to make portraits, using a unique technique with ink, cotton buds, colour pens, overhead sheets and sheets of paper.

Although the workshop was translated in a mixture of Swedish, French, sign language and English the children were really focused and enjoyed every minute.

Kitty Crowther communicated with the children in a very unpretentious and professional way and with every child at eye level. Some of the children's works were also exhibited to the public during the prize giving ceremony.

I hope that the activities during this Award Week, help to strengthen the power of children's literature and show the importance of high artistic quality and its benefits and impact on children's rights on a global level .



**Ms Ingrid Källström Nilsson**

**Sweden**

**Member of IFLA Section: Child**

*Library Photo Credits : Helena Gomér & Ingrid Källström*





For the past ten years, Iceland's Municipal library of Akureyri and Akureyri Museum have given local children an opportunity to participate in a week-long summer reading program in June.

Since the summer of 2001, this program for eight and nine year olds has exciting reading elements entwined with history and neighbourhood education.

The main objectives set for the program are:

- To build collaborations between local institutions.
- To encourage children to read during summer vacations
- To expand children's reading range, such as reading about and into the environment, their local history, culture and art.
- To introduce local cultural institutions to children, where they are located and what they stand for.

Each participant sets a reading goal a head of time and gets help at the Library to choose books that are of their interest and reading skills.

The preparation for the summer program takes off in March each year. Firstly, the program is evaluated by the program leaders, one from each establishment, then all promotional material is updated and duplicated. In May, the program leaders visit all the third and fourth graders in town, present the program and hand out promotional materials.

### **The fun starts the first week of June.**

Each day starts with a quiet reading time, during that time the program leaders take time to talk individually with each participant about their interests, reading appetite, reading goal and assists them in finding interesting books that go with their reading ability and interests.

The group takes daily walks to different parts of the older areas of the town, exploring old houses, museums and houses dedicated to known authors and their work. In our town, we have three houses dedicated to known authors: the house of Davíð Stefánsson, the house of Matthías Jochumsson and the house of Nonni.

One of the old houses we visit, is the town's theater. An actor or some other person from the theater staff meets the children, tells them the house's saga and gives them a little insight into the preparation of a play. The participants also get to explore the library and the town museum. They visit the Library's storage rooms, see how the library material is prepared for circulation and experience the mystery of the Library first hand. During their Museum visit, they learn how town life was like in the past, how it has changed through the years and they get to view an exhibition that depicts how Akureyri has developed as a town since the early 19th century.

Craft work is also a big part of the program. A replica of the historical part of our town is made from different kinds of material. Each participant creates their own book, where they write down text, poems or draw pictures that present their daily experiences during the program.



On the final day of the program, the children's librarian presents to the participants a follow up reading program, available to all local children from six to 12 years old named "Skip to the library". This program sees the children through till school starts again in the fall. At the end of the day, all the parents are invited for a short presentation by the participants and get to see the craftwork made during the week. All participants are then presented with a book reward and a letter of accomplishment as encouragement to keep on reading.

For the past ten years, the program has been successful. Most weeks are fully booked and the participants leave happy and many of them come back the following year. We hope to keep offering this program in some form at least for another decade!



*Ingibjörg Magnúsdóttir*  
Iceland  
**Children's Librarian**  
**Municipal Library,**  
**Akureyri**



## Join the CHILD-YA Mailing List!

### **Libraries for Children and Young Adults Section Mailing List.**

The purpose of this list is to support the work of the Libraries for Children and Young Adults Section.

We aim to promote international cooperation in the fields of library services to children and young adults, and to encourage the exchange of experience, education and training and research in all aspects of this subject.

Webpage: <http://infoserv.inist.fr/wwwsympa.fcgi/info/child-ya>

### **\* The goals of the CHILD-YA mailing list**

- to aid in the distribution of reading and library related information and publications;
- to facilitate sharing of information on matters of international interest to Children's and Young Adults' librarianship;
- to promote the continuing education of library personnel;
- to develop, maintain and promote guidelines for library services.

We encourage individuals and organizations to join in a world-wide dialogue to guide and promote librarianship and library development.

### **\* To subscribe to the list**

Step 1: Go to <http://infoserv.inist.fr/wwwsympa.fcgi/info/child-ya> and Click <<Subscribe>>

Step 2: Key in your Email Address then Click <<Submit>>

Step 3: Key in your Password then Click <<Subscribe>>

You will receive an email to let you know that you have successfully subscribed to be part of the mailing list and further instructions on how to use it.

### **\* To post messages to the list**

Step 1: Email messages to [child-ya@infoserv.inist.fr](mailto:child-ya@infoserv.inist.fr)

Step 2 : Wait for a return email from **SYMPA** [ifla.listserv@infoserv.inist.fr](mailto:ifla.listserv@infoserv.inist.fr)

Step 3 : Click on the link that looks like

<mailto:ifla.listserv@infoserv.inist.fr?subject=CONFIRM%9074386db83997a7275a38e801ec3c6662>

and <<Send>> the email.

OR

Send a message to [ifla.listserv@infoserv.inist.fr](mailto:ifla.listserv@infoserv.inist.fr) with the following subject : CONFIRM 84386db83997a7275a38e801ec3c6662

Step 4 : You will receive another email that confirms that the message has been distributed.

# Library Advisory Groups – Not just for Adults and Teenagers Anymore!

By Melanie A. Lyttle



Tween Advisory members gathering for a monthly meeting.

If you listen to a child's opinion, he's sure to tell his friends you paid attention. When you act on the information he provides, you are sure to be swamped with more ideas. Acting on this landslide of shared thoughts will hopefully get you "playground credibility." These are the operating principles that form the basis of the two advisory groups that guide the Children's Department of Madison Public Library in Madison, Ohio. Children ranging in age from four through thirteen are divided into two groups and meet once a month to accomplish a variety of things. Even though these handpicked groups have only been in existence since August 2010, they have already made their mark on the library.

Little Kids Big Ideas (LKBI) is the self-named

group of 4-8 year olds who meet on the second Tuesday of each month. This boisterous group of eight to fourteen kids talks A LOT with the four year olds being the most opinionated! These children received invitations this summer to help the adults at the library determine what kids this age think is "cool." These children represent a cross-section of the community and are regular library users. LKBI helped shape the Children's Department's fall program offerings, especially the after hours Halloween party. They decided the party should be "in the dark" because the library had "never had a Halloween party in the dark." They decided instead of trick-or-treating, kids coming to the library should have a "candy hunt." LKBI even chose the kind of candy that was used!

The self-named Tween Advisory group includes 9-13 year olds who are NEVER short on opinions of what things would be fun to do at the library. This chatty group of between five to nine kids meets the second Thursday of every month and only brave adults venture into their meetings. The energetic discussion changes rapidly as the tweens approach each activity to be accomplished. Their first "victim" was Senior Technology Analyst, Shawn Walsh, of the Northeast Ohio Regional Library System. He had been tasked with redesigning the library's webpage which was just being unveiled as the advisory group started its meetings in August. Since library director, Nancy Currie, was more than willing to have a special "tween" section designed by the kids themselves, it became clear that the kids needed to talk with Shawn about their ideas. A videoconference with Shawn was arranged so that he could hear their ideas and get necessary information. After some initial hesitance to talk to a person on "television", the kids bombarded Shawn with opinions and ideas that provided him with the information that he is using to design their section of the library website. It may be hard for some people to understand why this particular collection of kids was hand-picked to be in the advisory group. They represent a cross-section of young library users, but they are so opinionated that it can be difficult for some adults to handle. However, it is their devotion to THEIR library that makes each of them perfect for this group. They bring a passion to advising clueless librarians that makes it a joy to meet with them each month.



**We all have suggestions!**



**Helping to discard books.**



**Viewing the tweens' library video**





In November, Little Kids Big Ideas and Tween Advisory worked together to contribute to a video shown to Ohio legislators to illustrate why their constituents like their public libraries. The kids (particularly LKBI) were thrilled that they were allowed to operate handheld video cameras and interview people. More than one said that their parents wouldn't let them use the family video equipment! Over the period of a week, young videographers canvassed the library looking for anyone willing to look into the camera and talk about their library. Giggling five year olds approached their siblings, parents, and anyone else they knew. Serious eight year olds went up to complete strangers and asked for an interview. While many of the video clips were unusable due to excessive camera wobble, the kids did obtain some excellent responses from their interviews. The resulting video produced by Northeast Ohio Regional Library System, used many of the clips filmed by the two groups. The kids took a

lot of pride in the final product. Their only complaint was they wanted more of their clips included! (Link to video below)

Both groups have had a busy past few months and it doesn't look like things will change in the future! Little Kids Big Ideas is going to meet with a book salesman who comes several times a year to the library. The kids will have a chance to look at some sample books and give their opinions about which ones would be good to purchase. At another meeting, LKBI will meet with the person responsible for ordering the video games that circulate at the library. The kids have been vocal about the choices of games available! Tween Advisory will work on approval of their portion of the library website. They will also consider doing either a fundraiser for the library or helping with the "little kids" programs. (The nine year olds in the group say "little kids" are five years old!) Both advisory groups have so many interesting ideas that they will probably make more of a lasting impression than anyone can even imagine.



*Melanie A. Lyttle*  
*Ohio, US*

**Head of Public Services**  
**Madison Public Library**

To see the Northeast Ohio regional Library System video produced by the kids, go to <http://www.madison-library.info/video/LibrariesBuildOhio.mov>



*Roma:  
 Magic of Books  
 &  
 Reading Volunteers in a Bookfair*

In Italy, there is a growing number of bookfair and cultural activities held outside of the libraries that include books and children's reading. One in particular was held last year 4-8 Dec in Rome : known as "Fiera della piccolo e media editoria", it was organized by the Italian Publishers Association through many partnerships.

(More details available at <http://www.piulibripiuliberi.it/>)





This event was in its 9<sup>th</sup> edition and, as usual, a big component organized by Rome libraries was devoted to Children's reading promotion activities, professional meetings, exhibitions, a "bibliolibreria" and a space for a "Nati per leggere". In this space an exhibition showed more than 100 recently published titles for families with babies and little children – all aimed to attract the very young children to the magic of books. On display were picture books with pop-up, lift-the-flap devices, and board books.

Also, around 2pm daily, there was a read aloud session for children by young reading volunteers. These volunteers, all under the age of 28 years, come from the annual project "Ascolta, guarda, sfoglia...in biblioteca c'è un libro anche per te" (which means Listen, look, turn over the pages...in the library there is a book for you too). This project is part of a National Civil Volunteers Service, coordinated by Biblioteca Centrale per Ragazzi for children's section in Rome.

These helpful volunteers have enthused many children with the reading of wonderful children's books. It was not easy for these volunteers when they conducted their sessions among the hullabaloo of things that were happening at the large event venue. More so, in trying to create the right environment for reading aloud to little children with so many people moving about them.

Caterina, a volunteer, relates her experience of how she uses perennial children's favourites like "Piccolo blu e piccolo giallo" (Or the title in English "Little blue and little yellow") to get the children to read together with her. She says that children under six years old must be valued as real readers who clearly have a taste for certain kinds of books they like reading.

Another volunteer, Diana, further states that reading aloud is a special way of interaction with the very young. She praises and encourages the children by telling them how well they read.

These are great ways to engage the community and children together for a meaningful cause in getting children excited about books!



*Letizia Tarantello*  
Rome, Italy  
**Biblioteca Centrale per Ragazzi, Roma**



# GAMING LEARNING COMMUNITY

BY AARON TAN

The social aspects of learning are more and more incorporated by libraries in their delivery of information to users.

Effective learning, where users can act upon information to meet their goals, requires active social interaction with other members in the community.

In recognition of this need to provide social learning spaces for library users, the public libraries in Singapore organized a series of gaming events. Held during the school holidays, the event aimed to bring together users from various audience groups and engage one another in learning through gaming activities.



Collaboration is often involved in multiplayer games, which require gamers to interact with one another to plan their way to success and to defeat their opponents. Besides inculcating social skills among participants, gaming activities also promote literacy skills that are required of users to win in a game.

In Dance Dance Revolution (DDR), for example, players must be able to read the screen to set up the game and choose a song to play. There is on-screen reading during the game play, as steps and progress are rated.

The inaugural event was held on Nov 14 at Jurong Regional Library's Verging All Teens

space, which saw almost 30 teens and young adults engaging one another in video games such as Wii Bowling and Mario Kart Wii, as well as board/card games including Carcassone, Rat-at-Tat Cat and Blokus.

The role of librarians in facilitating the gaming sessions was crucial to the success of this initiative. The librarians shared interesting nuggets of information related to the games including the origins of terms

such as "turkey" in bowling. This helps to differentiate library gaming services from what is being offered at gaming arcades.

Books related to the subject of the video or board games were also readily available to participants to pique their interest in gaming-related topics.

The events were also supported by many partners and sponsors so that the programme can be a sustainable effort.



*Aaron Tan*  
Singapore  
**National Library Board,**  
**Singapore**

# SISTER LIBRARIES



International Federation  
of Library Associations  
and Institutions  
[www.ifla.org](http://www.ifla.org)



共同建置姐妹圖書館來推廣兒童及青少年閱讀

مكتبات شريكة من اجل المطالعة عند الاطفال والناشئة

Bibliotecas hermanas para la lectura de niños y jóvenes

Bibliothèques partenaires pour la lecture des enfants et des adolescents

Sister Libraries for Children's and Young Adult's reading

Partnerbibliotheken für Kinder und Jugendliche weltweit

Библиотеки-сестры и детско-юношеское чтение

Poster Design for the Sister Libraries Project



**The Sister Libraries Project** by IFLA CHILD-YA section encourages libraries to build international partnerships focusing on children's and young adults' reading : for exchange of information and experiences, joint programmes and other partnerships.

The project is described on <http://www.ifla.org/en/libraries-for-children-and-ya/projects> (in English, French, Spanish, Arabic and German)

A paper on the project was delivered at IFLA conference in Gothenburg :

<http://www.ifla.org/files/hq/papers/ifla76/147-quinones-en.pdf>

91 libraries from 36 countries have registered! But only 19 have found a Sister Library...

### To Participate

Submit the completed form found on the website above describing the project and send it to [Ian YAP@nlb.gov.sg](mailto:Ian_YAP@nlb.gov.sg)

You can read the profiles of registered libraries on <http://www.ifla.org/en/node/1752> and write to the ones you prefer, to suggest a partnership to them.

"Godmothers", from the IFLA CHILD-YA section, have been assigned to take care of each registrant. However, if you have need for any assistance, you can write to them too. They are:

- Kirsten Boelt (English and Danish, [kbt-kultur@aalborg.dk](mailto:kbt-kultur@aalborg.dk))
- Ingrid Bon (Spanish and Dutch, [ingrid.bon@biblioservice.nl](mailto:ingrid.bon@biblioservice.nl))
- Annie Everall (English, [annie.everall@derbyshire.gov.uk](mailto:annie.everall@derbyshire.gov.uk))
- Ingrid Källström (English and Swedish, [ingrid.kallstrom@kulturhuset.stockholm.se](mailto:ingrid.kallstrom@kulturhuset.stockholm.se))
- Kerstin Loibl (German and English, [loibl@fbm.htwk-leipzig.de](mailto:loibl@fbm.htwk-leipzig.de))
- Viviana Quiñones (French, [viviana.quinones@bnf.fr](mailto:viviana.quinones@bnf.fr))

by  
Viviana  
Quiñones

### Some reasons our colleagues want a Sister Library :

*There is not a real library in my community, and as [those who come to our small library] are children and young people they cannot travel far, because of the current violence. [A sister library] would be of great benefit, not only for the young people of our association but to the whole community, since we are in a red-dangerous zone, and it would help them with their research and to self-educate. There is really so much work to do for children and young people.*

(Guatemala)

*To show our children the world is much bigger than Goldsboro, NC. Most have never been out of town, let alone out of state. Coming from poverty, they don't have a clear picture of what the rest of the world is like, or the potential it holds. Perhaps this will capture their interest and inspire them to think beyond the confines of our small corner of the world.*

(US)

*There are at our school children and young people from foreign families or from second generation foreign families, as well as children from parents who work in the countries we are interested in pairing off with. We are not only interested in communicating with children and young adults from those countries so that our pupils recognize themselves as part of a multicultural world, but also interested in exchanging experiences on reading promotion with librarians from these countries.*

(Peru)

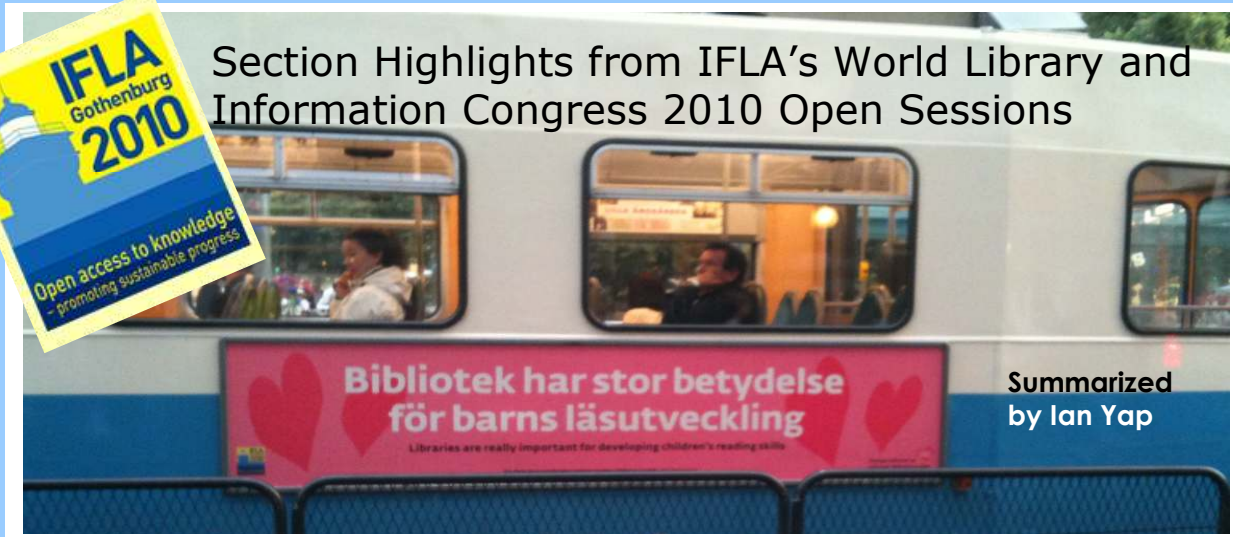
*A proverb says that if you want to hide something from the African, you have to write it. This said, our context is dominated by several forms of communication: the cell phone, television, the Internet etc., which means that our youth is very little or almost not interested at all in reading (many still associate reading to a learning activity connected with school). But reading is a springboard to knowledge. Our aim is to develop reading in our children and young people, so that they take a taste to it.*

(Cameroon)





## Section Highlights from IFLA's World Library and Information Congress 2010 Open Sessions



Summarized  
by Ian Yap

The IFLA Section Libraries for Children and Young Adults outdid itself at the 2010 WLIC in Gothenburg. There were two joint open sessions and one offsite programme organized. The three sessions were rich with information through presentations by speakers from all over the globe.

### Offsite Programme at Mölnlycke Public Library

The Section Chair, Ingrid Bon, started off the programme with a warm welcome before Karin Bramberg, Director of Mölnlycke Public library, gave a brief introduction of her library, its services and how there is a symbiotic relationship with the neighbourhood schools and the library being a cultural centre as well.

Afterwhich, tours were given to the group attended by as many as 70 participants. There were many interesting areas setup for children, one in particular was an Arabic set for children to read in. As the centre had both library and cultural-community centre functions, it provided facilities like an auditorium, art exhibition area, meeting and multi-purpose rooms which also acted as spaces for the library to conduct its programmes in.

At the library, one could see school librarians at cool mini stations whom students can approach to get help from. These school librarians also conduct many programmes during school term time at the school which is just across the street. All participants were also treated to an elaborate tea at the library cafeteria where library users could eat, drink and read from the numerous magazines the library had subscribed.



Tea at the Library



Display of Arabian Artifacts

After the tour, there were two presentations :

○ **Maha Alwan, Centre d'Animation Culturel Francophone, Public Library/Mtein Municipality (Lebanon)**

*Sister Library Project*

Besides information on how, what and why one should participate in the sister library project, Maha Alwan shared examples of her experience with her sister library in conducting reading programmes. Maha's library is paired up with Ville de Paris Bibliothèque CHAPTAL (France).

○ **Eva Fred, Barnbibliotekscentrum, Västra (Götaland, Sweden)**

*Barnbibliotekscentrum*

Eva described the many activities by Barnbibliotekscentrum, a new children's library centre of Library Region, Västra Götaland, Sweden. The centre organizes many advocacy reading programmes targeted at children and youths and provides a lot of advice, resources and support to libraries.

Though the offsite programme was planned in short time by Ingrid Källström of Sweden, it was a programme that most would like to see in future conferences as it was very meaningful and informative.

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## Joint Open Session with Section School Libraries and Resource Centres

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” (Dr. Seuss) - Children's Libraries and School Libraries get together for the children of the world!”

**Keynote:**

**Kirten Boelt (Aalborg Public Libraries, Danish Library Association, Aalborg, Denmark) and Bente Bruun (Kolding Public Libraries, Kolding, Denmark)**

*Strongest together: One child – two libraries...becauseless won't do! New forms of cooperation between school library and public library*

The paper described a nationwide project in Denmark aiming to make a model for how to create a unite effort to give the children in a municipality the very best library services through cooperation between school and public libraries.

○ **Ida A. Joiner, Carnegie Library of Pittsburgh, St. Benedict the Moor School and Joiner Consultants Pittsburgh, PA, USA**

*Two Worlds... One Librarian... My Experiences as a Children's Librarian at a Public and School Library*

The presentation detailed the importance of collaborations between public and school libraries through many examples of successful partnerships between the Carnegie Library of Pittsburgh and Saint Benedict the Moor School.

- **Wayne Finley, Assistant Professor/Business Librarian, Northern Illinois University Libraries, DeKalb, Illinois USA & Janna Kluever, Library Director, Julia Hull District Library, Stillman Valley, Illinois USA**

*Managing the Merger: Youth Services & Programming in Joint Libraries*

The presentation showed the many opportunities for youth programming, intergenerational instruction, and other educational endeavors that have arisen, as well as opportunities for the direct marketing of such programs to School District students and staff after the merger of the district library with a high school. There were also points made about the opportunities and potential challenges of serving youth in a joint library setting.

- **Gunilla Hagman, School Library (Gävle, Sweden); Brita Sjögren, School Library, Vasa Upper Secondary School (Gävle, Sweden) & Sara Gagge, School Library, Polhem Upper Secondary School (Gävle, Sweden)**

*Information literacy – step by step*

*Result of a partnership between the public library and school libraries in Gävle, Sweden*

The paper detailed how a plan of information literacy was developed for compulsory and upper secondary school curricula. It showed the cooperation between different professions in school that made it a possibility for information literacy education amongst the students.

- **Hanna Sjöberg, Malmö stadsbibliotek (Malmö, Sweden) & Görel Reimer, Pedagogiska centralen (Malmö, Sweden)**

*Read!*

A reading development project for all Malmö Children in grades two and five, 2006-2008. The proposal was for collaboration between the library and a pedagogical centre to encourage the desire to read and to work progressively to promote reading for children and to create networks between various stakeholders in Malmö - school, preschool, parents and other cultural institutions – with an interest in reading-related matters.

- **Paulette Stewart, University of the West Indies (Mona, Jamaica) & Mavis Williams, The Gleaner Company of Jamaica (Kingston, Jamaica)**

*Learn to read-read to learn @your library : public and school library partnership*

The partnership of public libraries and school libraries allowed all the entities to share the costly resources of the programme that permeated throughout Jamaica to encourage lifelong readers in children. It helped to bridge the digital divide providing users access to electronic reading materials also develop their literacy skills. Public libraries and school librarians were involved in various reading activities with community members and students in various types of schools.



## Joint Session with Section Library Services to Multicultural Populations

### “Children's Libraries: open access to different cultures?”

- **Leoné Tiemensma, Library & Information Services, Midrand Graduate Institute (South Africa)**  
*Books are windows, books are mirrors: Multicultural collections for children and young adults opening new worlds to improvement in children reading skills.*

The presentation showed how multicultural collections in libraries can build a bridge between different cultures. It discussed the criteria used to evaluate children's books to be considered as part of the multicultural collections and highlighted specific issues involved.

- **Zhu Shuhua, Shenzhen Nanshan Library (Shenzhen, China)**  
*Let children love reading - an effort of a migrant city*

The presentation introduced Shenzhen's unique environment in promoting child reading and its relevant institutions such as government agencies, booksellers, schools, kindergartens, libraries, media and the ways to promote child reading. It also introduces a child reading service network comprised of an independent children library, children libraries affiliated to city libraries, reading rooms at communities and villages, and book dispensers scattered in public areas.

- **Viviana Quiñones, Bibliothèque nationale de France, Centre national de la littérature pour la jeunesse – La Joie par les livres (France)**  
*Sister libraries for Children's and Young Adults' reading : An IFLA programme for international exchange and cooperation*

The paper presented a project launched by IFLA Section Libraries for Children and Young Adults in November 2009, its first six months of life and its perspectives. It is a program for children's libraries of any country to build an international partnership, exchange views and experiences, collaborate and develop joint programs for children's and Young Adult's reading.

- **Grażyna Lewandowicz-Nosal, National Library of Poland (Warsaw, Poland)**  
*Libraries for children – free access to different cultures : Examples from Poland*

The presentation showed several examples of Polish librarians understanding the importance and having the know-how of acquainting young people on global cultural and ethnic diversity issues.

- **Lola Camarena Martínez & Gisela Sendra Pérez, Gandia Public Library Network (Gandia, Spain)**  
*Little users: big prospects: Children Library of Gandia*

The papers details the efforts of the library to integrate migrant children with diverse cultural backgrounds into their society by means of inclusion. This is done via diversifying collections, reading programmes and conducting assimilation activities.

For full papers to presentations, check out  
<http://www.ifla.org/en/conferences-session-day/2010-08-13>



## The World Through Picture Books Project



### Aim of the project

**To create a list of picture books from around the world** that have been recommended by librarians. This can then be used

- As a way of celebrating and promoting the language, cultures and quality of children's book publishing from each country
- By countries wishing to purchase books from other countries and looking for popular and "multi-cultural" titles
- By Sister Libraries as a way of exploring the children's literature of their 'Sister Library' country

### Criteria for inclusion in the list

Each country should submit up to 10 children's picture book titles and titles submitted should be:

- Suitable for any age between 0 – 11 years
- Books that have or will last the test of time and are or will become 'classics', representing the best in picture books of that country
- Must have been published by the country submitting them
- In the original language
- Of good quality and a high standard of publishing
- Text and illustrations should work well together
- Excellent for reading aloud to and with children
- Reflects a positive message
- In print (and therefore available for purchase)

### What information will be required for each title?

The following information will be required for each title submitted

- Name of author
- Name of illustrator
- Title (original language title and a translation of the title into English)
- Name of publisher / Date of publication
- ISBN
- A brief review of the book ( a maximum of 100 words in English)

### How do I participate?

Email your list of 10 children's picture book titles **BY FRIDAY 29<sup>th</sup> APRIL** to both :

Kazuko Yoda at [kazuko@yoda2000.com](mailto:kazuko@yoda2000.com)

Annie Everall at [annie@alannie.demon.co.uk](mailto:annie@alannie.demon.co.uk) & [annie.everall@derbyshire.gov.uk](mailto:annie.everall@derbyshire.gov.uk)



Highlights by Viviana Quiñones, Secretary, IFLA Section: CHILD

The Standing Committee (SC) met twice at WLIC 2010, Gothenburg. Ten members attended, and thirteen observers joined us - from Sweden of course but also from Cameroon, Congo Democratic Republic, Denmark, France, the Netherlands, Russia, Switzerland and the UK.

Minutes and Chair report 2009 were approved. Then the **membership status** for the Section was considered : the Section has 101 members ; as to the SC, it has 18 members (since two had to resign). SC members' elections to be held in 2011 : Ingrid Bon, Annie Everall and Verena Tibljas will be finishing their 2<sup>nd</sup> terms and, sadly, will leave the SC; five members will be finishing their 1<sup>st</sup> term and must then be renominated; the SC will have ten vacancies.

Ian Yap, our Information officer, reported on his work. Ian has updated the Section URL on **IFLA site**, <http://www.ifla.org/en/libraries-for-children-and-ya>. He has posted the Sister Libraries pages in English, French, Spanish and Arabic, as well as the forms of each registered library, and the information

on what partnerships have been decided. In June 2010, he created a **blog for Sister Libraries**, <http://sisterlibraries.wordpress.com>, to support progress updates and success stories of paired libraries (four country posts from two pairs of Sister Libraries as of 31 July 2010).

For the **Newsletter**, Ian created a new design. Submissions have increased, with articles from 5 new countries, and new columns were created. The last issue had 29 pages. Ian requests all SC members to send him pictures of themselves, for the Newsletter, and reports on their countries or on conferences they have been to. Ian posted December 2009 and June 2010 issues on our IFLA pages.

He gave statistics of **contributing countries to the Newsletter** since 2003 : Australia (2x), Cameroon, China, Canada, Croatia, Cuba, Denmark (6x), Egypt (2x), France (5x), Germany (3x), Italy (4x), Indonesia, Japan (8x), Korea (5x), Lebanon Netherlands (4x), Nigeria, Norway (2x), Malaysia, Russia (3x), Serbia, Singapore (11x), South Africa, Spain, Sweden (2x), UK (6x), Ukraine, USA (5x).



The **CHILD-YA electronic mailing list** has grown within a year from 115 subscribers in July 2009 to 175 as of July 2010. However, the level of activity on the list is still low. Ian encourages more members to use it. Research could be conducted on the functions of the List.

Ingrid B thanked Ian warmly for the magnificent Newsletter, a real glossy magazine! And Viviana remarked on the hard work Ian has been doing for the Sister Libraries project.

Ingrid B gave practical **information on the conference**, and pointed at the sessions which should be of interest to SC members. Viviana thanked all SC members and other colleagues that have translated papers for our session: Maha Alwan, Olga Andreeva, Carmen Barvo, Soizik Jouin, Kerstin Keller-Loibl, Dina Youssef from the IFLA Centre for Arabic Speaking Libraries.

As to **Projects and plans for future work :**

#### - Sister Libraries

A very brief update was given by Viviana (a complete update can be found in her paper

<http://www.ifla.org/files/hq/papers/ifla76/147-quinones-en.pdf>). The project launched in November 2009 on IFLA site in 5 languages, 85 libraries registered, 10 pairs of Sister Libraries formed, a blog launched in June (<http://sisterlibraries.wordpress.com>). Conclusion : High interest for the project, but SC work needed for coordination and "follow up" of libraries registered (ie. help libraries to pair, suggest good simple programs to do together etc.)

Annie's idea at mid-year meeting, of 'godmothers' for each Sister Library was approved. SC members who volunteered will be allocated a number of the Sister Libraries and will become their godmother : support them, help them find a sister library or, once they had found them, help them work together.

The sum IFLA allotted to the project for 2009 has been or will be spent as follows:  
- coloured brochures English-Spanish-French

to distribute in Gothenburg.

- a visual of the project, to give it visibility; the SC has chosen the general idea for the visual out of several possibilities Ingrid B suggested.

- a small gift to the first 20 libraries paired off : the box Little Books for Little Hands, pan-African, existing in different languages. The advancement of the project should be part of our programme in Puerto Rico conference : an hour slot would be the best. Carolyn Rankin from Leeds University (UK) confirmed her interest in evaluating the project which Ian suggests can be done at mid-year meeting.

#### - Guidelines

Many translations have been made and published, cf IFLA site, but more should be made (Ingrid B must be informed on new translations before they are made)

#### - Astrid Lindgren Award

Kitty Crowther was the 2010 winner (announced at Bologna Bookfair). The Section nominated IBBY international for 2011. Nominations for 2012 will be discussed at mid-year meeting.

#### - IFLA-IRA-IBBY partnership

Reminder: a Memorandum of Understanding has been agreed by the three institutions (cf [http://archive.ifla.org/VII/s33/annual/Minutes-IFLA\\_IRA\\_IBBY.pdf](http://archive.ifla.org/VII/s33/annual/Minutes-IFLA_IRA_IBBY.pdf)).

Ingrid B has attended IBBY conferences and IBBY representatives have attended ours. Liz Page, IBBY Executive Director, attended the 2<sup>nd</sup> meeting as an observer. She explained IBBY's organization in National Sections, and its actions :

Andersen Award, Asahi Award, Honour List, International Children's Book Day, Documentation Centre of Books for Disabled Young People, IBBY-Yamada programme, Children in Crisis Fund, Bookbird, Virtual exhibition of African Books for Children etc. All information could be found at [www.ibby.org](http://www.ibby.org)

Liz encouraged SC members to become members of their countries' IBBY National Sections.

The project of a joint database of best practices for children's reading all over the world should become possible, if it is confirmed that we can use IFLA database.

### **- Best Picture Books from every country, chosen by librarians**

Kazuko asked for SC members' help, to obtain lists of recommended picture books from every country. This was found very interesting by the SC. It was decided that Annie and Kazuko would co-ordinate this project. The idea is that each SC member will make a list of 10 to 20 picture books originally published in his/her country, for all ages babies to YA, that is available. Books must be chosen because of the good quality of text, image and the interaction between both, and because of their popularity at libraries. They do not need to be translated into other languages, but if they are, the translations should be mentioned. Even if the translation into English does not exist, the meaning in English of each title should be added.

### **Conference planning :**

The SC discussed dates and places for the mid-year meeting, and started work on the sessions for Puerto Rico conference : the subject chosen is the different kinds of media available at a children's library (e-books, digitized books, audio books etc. and traditional paper books!), how to "read" them and how to strengthen staff's competences to deal with them. A group was set to work on the call for and review of papers: Ingrid K, Annie, Kirsten, Kerstin, Ingrid B and Viviana. Ingrid B will try to include a library visit. It was mentioned again that we are not organizing a satellite meeting in 2011.

Ingrid B wished that an evaluation of Sister Libraries be done in Helsinki. This would be in collaboration with Carolyn Rankin.

The SC strongly felt that the time for our meetings was too short and insisted that more time is needed for SC meetings at IFLA conferences : one half-day before the conference or Two four-hour meetings?

### **Conference evaluation :**

The off-site session at Mölnlycke Library, organised by Ingrid K, was a great success! 70 persons, in spite of it taking place at the same moment as Henning Mankell's conference session.

The programme : presentation of the Section by Ingrid B, presentation of the Library by the Director Karin Bramberg, visit of the library, presentation of the work with children and YA at Mölnlycke library by one of the children's librarians, presentation of Sister Libraries project by Viviana and Maha, and of the Barnbibliotekscentrum by Eva Fred. And a delicious Swedish real meal! Many thanks to Ingrid K.

Our session with Section Schools was a great success too: 250 colleagues attended, and the discussions following the papers were very interesting. Kirsten's and Bente Bruun's paper for this session was the paper our section chose to be proposed for IFLA Journal.

A little more than a hundred persons attended our session with Section Multicultural – not bad at all for a session at 8.30am on Sunday. Interesting discussions followed the papers.

The SC also discussed questions related to IFLA internal organisation – the Section being part of Division III, whose chair, Judy Field, attended part of our 1<sup>st</sup> meeting.

**Finally, the SC thanked and applauded Ingrid Bon for a great job as Chair!**

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## About the Libraries for Children and Young Adults Section

The Section's major purpose is to support the provision of the library service and reading promotion to children and young adults throughout the world.

Its main objectives are to promote international cooperation in the fields of library services to children and young adults, and to encourage the exchange of experience, education and training and research in all aspects of this subject.

The Section's concerns include the provision of library services to all children and young adults in different cultures and traditions in cooperation with appropriate organisations and to adults interacting with children and young adults.

More information at:  
[www.ifla.org/VII/s10/index.htm](http://www.ifla.org/VII/s10/index.htm)

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