



**Sister libraries for Children's and Young Adults' reading:
an IFLA programme for international exchange and
cooperation**

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Meeting:

**147. Libraries for Children and Young Adults & Library Services to
Multicultural Populations**

WORLD LIBRARY AND INFORMATION CONGRESS: 76TH IFLA GENERAL CONFERENCE AND ASSEMBLY
10-15 August 2010, Gothenburg, Sweden
<http://www.ifla.org/en/ifla76>

Abstract:

The paper presents 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 YA's reading. Launched in four languages through IFLA website, 83 libraries from all continents have already registered, 12 pairs of Sister Libraries have been born, a blog has been set up for Sister Libraries to share their experience.

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1. Introduction

The idea was born as a response IFLA Section Libraries for Children and Young Adults (CHILD) could offer to a situation many children's librarians all over the world suffer from: insufficient training; isolation; old, too small or inadequate collections¹ ; lack of information on good books ; lack of material and/or moral support...

This in places where the role of libraries is particularly important: families do not buy children's books because they are not aware of the importance of children's reading and/or cannot afford to buy books, and politicians do not see children's reading as a priority.

We know that the Sister Library device has been very beneficial and rewarding for many libraries. It has been so for the numerous twinnings between French and African libraries, as several IFLA conference papers have shown². They have allowed for sustainable cooperation ranging from book donation to library building, training and co-publishing. They have proved to be fruitful for both African and French partners; for the African partners they have proved to be vital.

Thereby the title of the 1st draft of the project our SC committee discussed in Québec was "Sister libraries – Professional solidarity for children's reading": it aimed at pairing off libraries more advantaged in training and budget terms with more disadvantaged libraries in need of professional support.

But we also know that exchanges and joint projects are beneficial to *any* two libraries, regardless of levels of budget and training, as different programs show: the Sister Library Program of the American Library Association, connecting any type of US library with a counterpart abroad, "e-twinning" between European school libraries...³

So this same 1st draft raised a point for discussion: should this approach be the only one proposed or should we consider this "solidarity cooperation" as one of the many senses of cooperation, and open the project to every kind of "relationship" developed by international twinning?

This last option seemed the best to everybody.

¹ To help on this matter, IFLA Section CHILD's (with UNESCO) led for 25 years the remarkable solidarity project "Books for All" . It aimed to support quality children's book collections, selected and purchased locally. Cf <http://archive.ifla.org/VII/s10/bfa03.htm>

² Francisco d'Almeida, « Promotion et rôle du partenariat et des échanges entre bibliothèques de France et d'Afrique », <http://archive.ifla.org/IV/ifla65/papers/125-107f.htm> ; Fatogoma Diakitè, « Les services des bibliothèques et la lecture au Mali », <http://archive.ifla.org/IV/ifla65/papers/133-85f.htm> ; Viviana Quiñones, « Livres et bibliothèques pour enfants: l'Afrique et la France, coopération pour l'accès au livre », http://archive.ifla.org/IV/ifla70/papers/034f_trans-Quinones.pdf

³ - Cf http://wikis.ala.org/sisterlibraries/index.php/Main_Page ALA's committee International Sister Libraries are presenting a new program at their annual conference in Washington on June 28 2010: "Building Bridges to Establish International Partnerships: The Nuts and Bolts", to be broadcast globally via all the American embassies to the American Corners in the world, allowing for video-chat.

- E-twinning of European school libraries: <http://www.etwinning.net>

- IFLA launched a Twinning Database in 1996, funded by Unesco, which had limited success, cf <http://www.ifla.org/VI/2/p4/unesco.htm> and <http://archive.ifla.org/VI/2/p4/workshop.htm>

The specificity of this project is that it aims to connect *children's* libraries in *any* country in the world.

2. The project is launched

The project was launched in November 2009, when the text and links below were published on the Section pages on IFLA website In English (<http://www.ifla.org/en/node/1746>), Spanish (<http://www.ifla.org/en/node/1751>), French (<http://www.ifla.org/en/node/1750>) and Arabic (<http://www.ifla.org/en/node/1749>)⁴.

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

[Registration Form](#) (see Appendix)

It is a new programme of IFLA Section Libraries for Children and Young Adults: a programme for children's libraries to build a partnership, exchange views and experiences, collaborate and develop joint programs for children's and YA's reading.

1. Why?

"Sister Libraries" - the concept is not new and has been seen to be very beneficial and rewarding for many libraries.

The exchange of knowledge, information, resources, experience and good ideas on library work for children and YA with colleagues abroad opens one up to new possibilities and can even help overcome difficulties faced.

It also aims to circumvent professional isolation and stagnation, and provides a channel for professional stimulation, motivation and dialogue.

The value of the programme is further enhanced with endorsement from an international body (IFLA) and the cross-border collaborations. With this, libraries can better opportunities for support from authorities and also divert their attention to the importance of children and YA reading.

2. Who can participate?

Public libraries, school libraries, organizations working with libraries. Communication is via email/internet (at the library or privately)

They need not be IFLA members. The twinning is embedded in the institutions – it is not just something the librarian does on a personal basis.

An individual librarian at each library must be identified as the key contact, to ensure continuity and sustainability of the relationship.

⁴ Translated from English by SC members Carmen Barvo, Soizik Jouin and Maha Alwan.

3. How much does it cost?

Many activities can be carried out without any expenses (other than access to internet costs).

Other activities may need funding - this will be for the parties involved to source.

The major investment is staff time and enthusiasm !

4. How can I find a sister library?

1. Register: fill in the [Registration Form](#) and send it to our Information Coordinator, Ian Yap: ian_yap@nlb.gov.sg

2. Find libraries that interest you in the [List of participating libraries](#) and make connections with them via e-mail

3. Once the partnership is decided, inform Ian (The List of participating libraries will then indicate that the libraries have been "paired")

Note: The agreement between libraries can be informal, or formalized in written form.

5. What can sister libraries do?

Possibilities of things to do are endless...

Libraries choose what to do, according to the degree of involvement they want (it may jUST be communication/dialogue via e-mail once a month!); also, according to what they can offer and according to what they need (the benefits they are seeking).

1. The first thing is getting to know each other: by e-mail, skype, sms, by writing and through pictures of the library and of the staff...

2. Examples for partnership -

Librarians can:

- share ideas on library programs for children and YA
- share information about practical issues related to children's and YA's reading: classification, room design, technical issues...
- share difficulties related to children's and YA reading, and try to think and find solutions together
- exchange information on good books; set up a children and YA books reading committee and exchange book reviews
- help each other select and buy good books
- share the good moments: exchange photos of activities and events
- exchange professional training
- exchange of staff for a short period

Librarians, with readers, can develop joint programmes:

- exchange photos and information on the library and the users, to display on a board (or virtual visits, if possible)
- reading clubs where the same books are read (could be books about/from the other country)
- youth expression programs
- programs for the promotion of boys' reading
- programs for babies and toddlers

- select and display books and information about the sister library country
 - write texts, illustrate them and publish them jointly
3. Sister libraries can tell other sister libraries about things that are developing or share issues, on the Sister libraries' forum [Under Construction].

6. Enquiries

Contact one of the following persons:

Olimpia Bertolucci (Italian, English) olimpia.bartolucci@tin.it

Ingrid Bon (Dutch, English, German, Spanish) ingrid.bon@biblioservice.nl

Barbara Genco (English) BAGencoConsulting@Gmail.com

Soizik Jouin (French, English) sjouin@noos.fr

Viviana Quiñones (French, English, Spanish) viviana.quinones@bnf.fr

Ian Yap (Malay, English) ian_yap@nlb.gov.sg

IFLA, International Federation of Library Associations and Institutions, is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession. IFLA is an independent, international, non governmental, nonprofit organization. Its aims are to:

- promote high standards of provision and delivery of library and information services
- encourage widespread understanding of the value of good library and information services
- represent the interests of its members throughout the world.

www.ifla.org

IFLA Section Libraries for Children and Young Adults

The Section's major purpose is to support the provision of library services 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 organizations and to adults interacting with children and young adults.

www.ifla.org/en/libraries-for-children-and-ya

The information was disseminated in English, Spanish and French through mailing lists (IFLA's and the Section's, Bibliodoc), the Section's Newsletter, BnF/CNLJ-La Joie par les livres' sites, print review and mailing lists.

It was sent by e-mail to colleagues that had said they were interested when we pre-announced the project in Milan, and by regular post to some fifty colleagues in Africa. Many - like IBBY secretariat - replied that they would in turn give the information through their networks.

3. The first six months

3.1. Who is interested in a Sister Library? Where? Why?

The List of participating libraries (<http://www.ifla.org/en/node/1752>) features libraries that have registered, in alphabetical order by country (cf Appendix 2). A click on the library name gives access to its registration form.

What follows is a reading of what the list shows in June 2010.

3.1.1. Who

83 libraries have registered:

- 53 public libraries (of which 6 only for children), open to all: municipal, county, regional, national network ; ONG's, confessional or community libraries
- 25 school libraries (primary and secondary)
- 1 both public and school library, 2 University libraries with a children's section, 1 specialised library (Human rights), 1 individual

Their resources in staff range from one volunteer librarian to a team of 44 (the Singapore network).

The number of young members they count range from 39 to 300 000 (Singapore again).

The number of documents for children and young adults (books, press, digital...) they offer go from 125 to 2,5 million (you guessed: Singapore).

Librarians do have access to internet either at the library or elsewhere - except for one library in Togo who added this note to the registration form: "There is no access to internet in our town. Internet implies a half-day trip to another town and (slow) connection expenses, which in all costs each time 8 euros [NB paid by the librarian himself for registering] that the library cannot afford since it does not have an operating budget. On the other hand, the post works very well."

3.1.2. Where

The libraries are located in these countries:

Africa: 20 Burkina Faso 1, Cameroon 2, RD Congo 1, Ivory Coast 3, Malawi 1,
Morocco 1,
Niger 2, Senegal 4, South Africa 3, Togo 2

America: 33 Argentina 4, Brazil 1, Canada 2, Chile 2, Colombia 1, Costa Rica 3, Guadeloupe 1, Guatemala 2, Paraguay 1, Peru 6, USA 10

Asia: 5 Lebanon 2, Maldives 1, Palestine 1, Singapore 1

Europe: 24 Finland 1, France 4, Germany 1, Norway 1, Romania 2, Serbia 3, Spain 11, Switzerland 1

Oceania: 1 Australia 1

Librarians speak one, two or three of 28 languages; sometimes more, sometimes fewer than their young readers.

Young readers can read in one, two or three of 36 languages (the Library network in Brisbane, Australia says their readers speak 14 languages!).

English, Spanish and French, in that order, are the most widely spoken and read. But most often librarians speak only one of them.

Some libraries are open to partnership with any country, some prefer two or three, either in the same region or a different one; others prefer one particular country. The librarian in Guadeloupe, for instance, in charge of a children's book collection specialised in Caribbean books in any language, wishes to work in particular with libraries in the other Caribbean islands, with whom she has almost no contact.

3.1.3. Why

Most librarians give several reasons for wanting a Sister Library. I will try to make this summary as faithful to their own words as possible.

One key-word is "share". Share experiences, ideas, information, discussions... so as to provide a better service, to attract the young public, to improve their reading culture, to make the library more alive. ..

This is related to another word, "learn": know about other ways of being a librarian, learn from Sister Libraries that are in advanced stages of development; grow in accordance with the library development all over the world, ; enrich one's work...

This is also related to the word "cooperate": cooperation fosters different and creative points of view; Sister Libraries can unite efforts and hopes, and be more collaborative. Libraries wish to build and belong to a network, to establish contact with people with the same goals, to meet new friends and colleagues. A partnership would stimulate librarians, develop more enthusiasm, make the library more dynamic.

The other key reason is the wish to interact with another culture, the interest for cultural diversity. This will enrich everybody's culture and build a sense of community with others around the world. It will help children know other cultures and enlarge their view of the world, beyond their own reality. Nowadays libraries must, thanks to the internet, open to the world and encourage multiculturalism. Librarians wish to broaden their horizons and

make new friends from around the world. They want to communicate about books, culture, reading and writing, “and fun”, at a global level. Some want to partner with libraries in the countries their young readers come from.

Some librarians are specific about what they wish to do: help each other to choose good books, share information on cataloguing and indexing, on strategies for promoting reading, learn about training of parents and caregivers.

Some wish to run joint programs: children sharing their favourite reads with other children, teenagers talking and writing about books.

Others want to communicate in a particular language (Arabic, English...). A library in Spain for instance wishes to develop the blog they publish in English: work with an English-speaking library “ would be good for the children and the librarians”.

Others yet would like to incorporate technology into their library program and see how technology will affect the use of the library by the youngest generation.

Another key-reason is the wish for training, through the exchange of staff or through seminars (for school librarians for example).

Finally, three librarians mention the need for material help (receive donations of children’s books) as one of the reasons.

Here are some answers to the “why” question, fully reproduced:

En mi comunidad no existe una biblioteca cercana y como son adolescentes y niños [quienes frecuentan la pequeña biblioteca de la asociación comunitaria], no pueden ir muy lejos por la violencia actual. [una biblioteca hermana] Sería un gran beneficio, no solo para los jóvenes que integran la asociación, sino para toda la comunidad, ya que estamos en una área roja-peligrosa, y esto ayudaría a sus investigaciones y auto-educarse. Realmente hay tanto trabajo que hacer por los niños y adolescentes.

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)

Un proverbe dit que si vous voulez cacher quelque chose à l’Africain, il faut la mettre sur écrit. Ceci dit, notre contexte est dominé par plusieurs formes d’oralité que sont, le téléphone portable, la télévision, l’Internet, etc., ce qui fait que notre jeunesse s’intéresse très peu, ou presque pas à la lecture (beaucoup assimile encore la lecture à une activité d’apprentissage, liée à la formation scolaire. Or, celle-ci est un tremplin à la connaissance. Notre souci est de développer l’activité de lecture auprès de nos jeunes enfants, afin de remettre la lecture au goût de la jeunesse.

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)

En nuestro colegio hay niños y jóvenes que provienen de familias extranjeras o de segunda generación, así como hijos de padres que trabajan en los países solicitados. No solo nos interesa la comunicación con niños y jóvenes de estos países con la finalidad de que nuestros alumnos se reconozcan como integrantes de un mundo pluricultural sino que también aspiramos a intercambiar experiencias de promoción de lectura con bibliotecarios de estos lugares.

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)

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)

This school is on Fort Hood, the largest military post in the free world. All of these children have military parents who move sometimes from state to state and sometimes from country to country. It would be a good experience for the children to have exposure through the library to a sister library to talk with other students in another state or another country about books, experiences, stories, lives, etc.

(US)

3.2. The first twinnings

20 libraries have already paired off (two libraries have paired with two libraries), in the following countries:

Burkina Faso-USA
Burkina Faso-Senegal
Canada-USA
Chili-Spain
France-Lebanon
Germany-Serbia
Norway-Spain
Peru-Spain(2)
South-Africa-USA
South-Africa – South Africa
Spain-USA

We contacted registered libraries and asked, if they had found a Sister Library, what they were doing for the moment. Some of them have not started working yet, some are at the stage of exchanging information about each library and their programs, others have shared recommended books, others have already run a joint programme (as the German-Serbia Sister Libraries, where children made and exchanged a “Treasure chest” of handmade small books full of messages about themselves, their city and country).

We asked colleagues who have not found a Sister Library, why it was so. Some colleagues said they had not understood that they had to browse the forms and contact other libraries themselves, and were waiting to be contacted. One colleague said “maybe I have not invested myself enough”; others have not had time to search for a partner, others never got an answer to their e-mails. A librarian answered that he had exchanged e-mails with two libraries but the exchanges had stopped. Yet another one said that “people do not know what they are supposed to do”.

3.3. A blog for Sister Libraries

A multilingual blog was launched on June 22nd, <http://sisterlibraries.wordpress.com>, for Sister Libraries to share their experience. Five librarians have already contributed, about the experience of three pairs of Sister Libraries (in English and in French for the moment).

4. Conclusions and perspectives

Registrations prove that the project is of great appeal to colleagues all over the world, at any type and size of children’s libraries.

Contributions to the blog show that, even on a short time basis, Sister Libraries’ work for children’s reading can be fruitful and rewarding.

Of course, as for any relationship, a “lucky meeting” must occur between libraries, and this may take time. And as for any relationship, it will take time, work and investment to flourish...

Information about the project must be disseminated more widely. A larger number of registered libraries will offer a wider choice of possible partners.

Coordination of the project needs to be emphasized, to be more proactive:

1. There is indeed need for more communication between the Section Standing Committee and the registered libraries, and between the registered libraries themselves.

The blog is a first response to this need.

Mailing lists by language will also be useful.

2. The Project coordination could propose simple, “best value” programs for Sister Libraries to develop jointly


We are looking forward to discussing with colleagues on conclusions and perspectives for the project during the meetings organised in Gothenburg : the off-site session at Mölnlycke Library (Thursday August 12, 9-12), the Section Standing Committee meetings (to which observers are welcome) and the presentation of this paper (Friday August 15, 8.30-10.30).

What has been achieved until now has needed a substantial investment in time... We must thank very warmly our Information Coordinator, Ian Yap, who has done and does great work for the Project pages on IFLA site and for the Project Blog.

A stronger coordination means we need yet more investment in work time... We hope colleagues will volunteer to work on coordination: to relay the information in their countries, or to do translations of the blog posts into English, Spanish, French and Arabic, or in any other way they might suggest.

Viviana Quiñones

Appendix 1

<p>International Federation of Library Associations and Institutions</p>  <p>SISTER LIBRARIES FOR CHILDREN'S READING REGISTRATION FORM</p>
<p>Bold Sections: Necessary information Normal Sections: Optional information</p>
<p>Type of institution: (eg. public library, school library, other institutions...)</p> <p>Contact person:</p> <p>Title:</p> <p>Email:</p> <p>Library or institution name:</p> <p>Address:</p> <p>Postal address (if different from above):</p> <p>Country: Phone: Fax: Email: Website:</p> <p>Languages librarians speak:</p> <p>Languages children and young adults speak/read:</p> <p>Number of members (children and young people):</p> <p>Number of children and young people visiting the library per week (members and non members):</p> <p>Number of documents (total collection) for children and YA: books, press, others (audio CDs, DVDs, CD-ROMs...):</p> <p>Staff of the children's section, employees and volunteers:</p> <p>Current library programs for children and young adults:</p> <p>Countries (for partnership) Preferred:</p> <p>Reasons for wanting a Sister Library relationship:</p>

Appendix 2:

List of participating libraries <http://www.ifla.org/en/node/1752>

June 2010

NB:

Information is given in the language used to fill the form.

“Public” includes municipal, regional, ONG’s, confessional or community libraries, open to all, with a children’s section

“Children”: public libraries for children and YA only

“School” includes primary and secondary school libraries

“University”: University library with a Children’s section

Country: Argentina (City Bell)

Library: Biblioteca popular “Florentino Ameghino” (Public)

Languages spoken by librarians and read by children: Español, Francés ;

Language read by children: español

Country: Argentina (Buenos Aires)

Library: Biblioteca popular Tito Bradma (Public)

Language Spoken: Español

Language read by children: español, inglés

Country: Argentina (General Villegas)

Library: Bibliotecaria Sor María Antonia (School)

Languages spoken by librarians and read by children: español, inglés

Country: Argentina (San Justo)

Library: Secundaria Básica N° 18 (School)

Language Spoken: español, English (Basic)

Language read by children: español

Country: Australia (Victoria)

Library: Yarra Plenty Regional Library (Public)

Languages spoken by librarians: Chinese, Italian, Maltese, Greek, Serbian, Arabic, Macedonian, Vietnamese

Languages read by children: Arabic, Chinese, Croatian, French, German, Greek, Italian, Macedonian, Maltese, Polish, Serbian, Spanish, Turkish, Vietnamese

Country: Brazil (São Paulo)

Library: B. M. P. Adelpha Figueiredo (Public)

Languages spoken by librarians: espanhol, inglês, português (um pouco de alemão e francês)

Language read by children: português e espanhol

Country: Burkina Faso (different villages) **(Paired with US-Virginia-St Stephen's & St Agnes School)**

Library: Amis des bibliothèques de villages africains / Friends of African Village Libraries (public)

Languages spoken by librarians and read by children: Français, Jula

Country: Cameroon (Yaoundé)

Library: Collège François-Xavier Vogt (school)

Languages spoken by librarians: français

Language read by children: français et anglais

Country: Cameroon (Yaoundé)

Library: Le CLAC (centre de lecture et d’animation culturelle) (public)

Language spoken by librarians and read by children: français

Country: Canada (Québec)

Library: Westmount Public Library (Public)

Languages spoken by librarian and read by children: English and French

Country: Canada (Alberta) **(Paired with Longview Public Library - Texas)**

Library: Wetaskiwin Public Library (Public)

Language spoken by librarians: English, Hindi

Languages read by children: English, French, Spanish, Cree

Country: Chile (Santiago) **(Paired with Spain-Biblioteca Municipal de Sevilla la Nueva)**
Library: Biblioteca de Santiago (Public)
Language Spoken and read by children: español

Country: Chile (Viña del Mar)
Library: St Paul's School Library
Languages spoken by librarians and read by children: español e inglés

Country: Colombia (Antioquia)
Library: Liceo Francisco Restrepo Molina (School)
Language spoken by librarians and read by children: español

Country: République démocratique du Congo (Kinshasa)
Library: Organisation Sociale pour l'Epanouissement de l'Enfant (OSEE) (children)
Language spoken by librarians and read by children:français

Country: Costa Rica (San José) School
Library: Biblioteca del Liceo de Curridabat (School)
Language spoken by librarians and read by children: español

Country: Costa Rica (Liberia)
Library: Colegio de Cañas Dulces (School)
Languages spoken bu librarian: español, English
Language read by children: español

Country: Costa Rica (Heredia)
Library: Biblioteca Infantil « Miriam Alvarez Brenes » (Children)
Language Spoken and read by children: español

Country: Finland (Kempele)
Library: Kempele Public Library
Languages spoken by librarians and read by children: English, Finnish, Swedish

Country: France (Créteil)
Library: CDI du Lycée Saint-Exupéry (School)
Languages spoken by librarians: français, English, allemand, chinois (un peu), arabe dialectal
Languages read by children: français (and languages taught at school: German, English, Chinese, Italien, Arabic)

Country: France (Guadeloupe)
Library: Médiathèque Caraïbe (public)
Languages spoken by librarians: français, English
Languages read by children: français, anglais, créole

Country: France (Paris) **(Paired with Mtein library, Lebanon)**
Library: Ville de Paris Bibliothèque CHAPTAL (public)
Languages spoken by librarians: Français, English
Language read by children: French

Country: France (Paris)
Library: Ville de Paris Bibliothèque Gutenberg (Public)
Languages spoken by librarians: Français, English
Language read by children: French

Country: France (Valbonne)
Library: Médiathèque communautaire Valbonne Sophia Antipolis (Public)
Languages spoken by librarians: français, anglais, italien, espagnol, allemand
Language read by children: français, anglais, espagnol, allemand, hollandais, rUSse

Country: Germany (Westoverledingen) **(Paired with Serbia, Pozega Public Library)**
Library: Public library Westoverledingen
Languages spoken by librarians and read by children: English, German

Country: Guatemala (Colonia Landivar)
Library: Asociacion Lider Comunitario Juvenil Landivar (children)
Language spoken by librarians and read by children: español

Country: Guatemala (Colonia Amparo II)
Library: Instituto de Cooperación Social Biblioteca Alaïde Foppa-Myrna Mack (Public)
Language spoken by librarians and read by children: español

Country: Ivory Coast (Abidjan)
Library: Bibliothèque Catholique de Notre Dame de la Tendresse (Children)
Language spoken by librarians and read by children: Français

Country: Ivory Coast (Korhogo)
Library: Le monde à notre porte (Children)
Languages spoken by librarians: français, senoufo
Language read by children: français

Country: Ivory Coast (Abidjan)
Library: Bibliothèque de l'UFR SJAP (University)
Language spoken by librarians and read by children: Français

Country: Lebanon (Beirut)
Library: Grand lycée franco-libanais de Beyrouth (School)
Languages spoken by librarian: Arabic, French, English
Language read by children: Arabic, French

Country: Lebanon (Mtein) **(Paired with Bibliothèque Chaptal, Paris)**
Library: Centre d'Animation Culturel Francophone, Public Library/Mtein Municipality
Languages spoken by librarians and read by children: Arabic, English, French

Country: Malawi (Lilongwe)
Library: Malawi Human Rights Resource Centre (Specialised)
Languages spoken by librarians: English, Setwana, Tumbuka
Language read by children: English

Country: Morocco (Larache)
Library: Médiathèque Abdessamad Kenfaoui (public)
Languages spoken by librarians: Arabe, français, espagnol et anglais
Languages read by children: arabe et français

Country: Niger (Filingué)
Library: Bibliothèque de lecture publique de la maison de culture Rado Darwa (public)
Languages spoken by librarians: français, haUSsa et djerma
Language read by children: français

Country: Niger (Zinder)
Library: Maison de la Culture Abdoul Salam Adam (public)
Languages spoken by librarians: français, anglais, arabe, haoUSsa
Languages read by children: français, anglais

Country: Norway (HUSnes) **(Paired with Spain - Biblioteca Pública Municipal)**
Library: Kvinnherad bibliotek (public)
Languages spoken by librarians: Norwegian, English, German (a little)
Languages read by children: Norwegian, English, Arabic, Polish, Farsi, RUSSian

Country: Palestine (Gaza)
Library: Qattan Centre for The Child (children)
Languages spoken by librarians: Arabic, English, French
Language read by children: Arabic

Country: Paraguay (Asunción)
Library: Biblioteca "Pastor José Missena" (School)
Languages spoken by librarians and read by children: Guaraní, Español, English

Country: Peru (Piura) **(Paired with Biblioteca Col. Legi Sant Andreu Natzaret, Spain)**

Library: Biblioteca escolar Ramón Abásolo del Colegio Santa Ana (School)

Language spoken by librarians: español

Languages read by children: español e ingles básico

Country: Peru (Paired with 2 Libraries - Biblioteca del colegio Peruano Británico & Biblioteca Col. Legi Sant Andreu Natzaret)

Library: Biblioteca Pública Municipal Ignacio Escudero (Public)

Language spoken by librarians: español, francés

Language read by children: español e inglés

Country: Peru (Piura)

Library: Colegio María Montessori (School)

Languages spoken by librarians: español , English

Language read by children: español

Country: Peru (Lima) **(Paired with Biblioteca Pública Municipal Ignacio Escudero, Spain)**

Library: Colegio Peruano Británico (School)

Languages spoken by librarians: Español, English

Languages read by children: español, ingles, francés

Country: Peru (Cajamarca)

Library: Davy College (School)

Languages spoken by librarians: English, French, Spanish

Languages read by children: English, Spanish

Country: Perú (Lima)

Library: Municipalidad de San Isidro. Biblioteca Municipal. Sala infantil (Public)

Languages spoken by librarians and read by children: español

Country: Republic Of Maldives (Majeedhee Magu)

Library: Qaumee Kuthubuhaana (National and Public)

Languages spoken by librarians and read by children: English, Dhivehi

Country: Romania (Brasov)

Library: Bibliothèque Départementale « George Baritiu » (Public)

Languages spoken by librarians: Roumain, Français, English, Hongrois

Languages read by children: roumain, français, anglais

Country: Romania (Bacau)

Library: “Cleopatra Tautu”, College National “Vasile Alecsandri” (school)

Languages spoken by librarians: rUSse et français

Languages read by children: anglais, français, allemand

Country: Sènègal (Meckhé)

Library: Bibliothèque associative ADEES (Association d’Appui à l’Education, à l’Enfance et à la Santé) (public)

Languages spoken by librarians: français

Languages read by children: français, wolof

Country: Sènègal (Meckhé)

Library: Bibliothèque communautaire de Mèkhè (public)

Languages spoken by librarians and read by children: français et wolof

Country: Sénégal (Dakar)

Library: Bibliothèque Lecture Développement (BLD) (public)

Languages spoken by librarians and read by children: français, solof

Country: Senegal (Diofior)

Library: Bibliothèque Lire en Afrique du CEM Diofior 1 (school)

Languages spoken by librarians: français, qnglais, sèrère, wolof

Language read by children: français

Country: Serbia (Indjija)

Library: ‘Dr Djordje Natosevic’ Public Library (Public)

Languages spoken by librarians and read by children: English

Country: Serbia (Pozega) **(Paired with Germany, Westoverledingen Library)**

Library: Pozega Public Library

Languages spoken by librarians and read by children: English

Country: Serbia (Bajična Basta)

Library: Primary school "Sveti Sava" (school)

Languages spoken by librarians and read by children: English and Serbian

Country: Singapore

Library: Public Libraries Singapore - Children's Services Dept

Languages spoken by librarians: English

Languages read by children: English, Chinese, Malay and Tamil

Country: South Africa (Ennerdale)

Library: Ennerdale Extension 9 Library (Public)

Languages spoken by librarians and read by children: English, Afrikaans, Zulu, Southern Sotho and Northern Sotho

Country: South Africa (Phokeng) **(Paired with South Africa (Durban) & Paired with US (New Jersey))**

Library: Lebone II – College of the Royal Bafokeng (School)

Languages spoken by librarians: English, Afrikaans

Languages read by children: English, Setswana

Country: South Africa (Durban) **(Paired with South Africa - Lebone II – College of the Royal Bafokeng)**

Library: Farhana YunnUS (individual)

Language spoken: English

Country: Spain (Madrid)

Library: Biblioteca de Educación Universidad Autónoma de Madrid (University)

Languages spoken by librarians: Español, English

Language read by children: español

Country: Spain (Morata de Tajuña) **(Paired with US (California) - Ramona Branch Library, San Diego County Library)**

Library: Biblioteca Integrada de Morata de Tajuña (formada por la Biblioteca Pública y la Biblioteca escolar del Colegio Público Claudio Vázquez) (Public and School)

Languages spoken by librarians: Español, inglés, rumano

Languages read by children: español, ingles, árabe, rumano

Country: Spain (Aruacas, Gran Canaria)

Library: Biblioteca municipal de Arucas (public)

Languages spoken by librarians and read by children: español, English

Country: Spain (Sevilla la Nueva) **(Paired with Chile-Biblioteca of Santiago)**

Library: Biblioteca Municipal de Sevilla la Nueva (Public)

Languages spoken by librarians: Español e ingles

Languages read by children: español, ingles, árabe

Country: Spain (Torres de la Alameda)

Library: Biblioteca municipal (Public)

Languages spoken by librarians and read by children: español

Country: Spain (Lucillos)

Library: Biblioteca pública municipal (Public)

Language spoken by librarians and read by children: español

Country: Spain (La Coruña)

Library: Biblioteca Municipal Monte Alto (Public)

Languages spoken by librarians and read by children: español, inglés (medio)

Country: Spain (Cigales)

Library: Biblioteca Pública de Cigales

Language spoken by librarians and read by children: español

Country: Spain (Olvera) **(Paired with Norway-Kvinnherad bibliotek)**

Library: Biblioteca Pública Municipal

Languages spoken by librarians: español, English

Language read by children: español

Country: Spain (Corcubión)

Library: Biblioteca Pública Municipal (Public)
Languages spoken by librarians and read by children: gallego, castellano, inglés básico, portugués (some children: French)

Country: Spain (Badalona) **(Paired with 2 Libraries - Biblioteca Pública Municipal Ignacio Escudero & Biblioteca del colegio Peruano Británico)**

Library: Col·legi Sant Andreu Natzaret (School)
Languages spoken by librarians and read by children: español, catalán

Country: Switzerland (Genève)
Library: Bibliothèque de l'ESDE, Ecole supérieure d'éducatrices et d'éducateurs de l'enfance (School)
Language spoken by librarians and read by children: français

Country: Togo (Pagouda)
Library: Bibliothèque de Lecture Publique / Centre de Lecture et d'Animation Culturelle de Pagouda (Public)
Language spoken by librarians and read by children: français

Country: Togo (Lomé)
Library: Bibliothèque STEJ TOGO (Public)
Languages spoken by librarians and read by children: français

Country: USA (Michigan)
Library: Cadillac Wexford Public Library (Public)
Language spoken by librarians: English
Languages read by children: English and a little Spanish

Country: USA (New Jersey) **(Paired with South Africa (Lebone II – College of the Royal Bafoken)**
Library: Fleetwood Elementary School Library (School)
Languages spoken by librarians and read by children: English

Country: USA (New Jersey)
Library: West Windsor Branch, Mercer County Library System (Public)
Languages spoken by librarians: English & Chinese
Languages read by children: English, Chinese, Hindi

Country: USA (New York)
Library: Buffalo and Erie County Public Library (Public)
Languages spoken by librarians: Spanish, French, English
Languages read by children: Spanish, French, Somali, Farsi

Country: USA (North Carolina)
Library: North Drive Elementary School Library (School)
Languages spoken by librarians and read by children: English

Country: USA (Pennsylvania)
Library: J Frank FaUSt Junior High School Library (School)
Language spoken by librarians: English
Languages read by children: English, Spanish

Country: USA (Texas)
Library: Clarke Elementary School (School)
Language spoken by librarians and read by children: English

Country: USA (Texas) **(Paired with Wetaskiwin Public Library - Canada)**
Library: Longview Public Library (Public)
Languages spoken by librarians: English, Spanish (very basic)
Languages read by children: English, less than 10% Spanish

Country: USA (Virginia)
Library: Columbia Pike Branch Arlington County Public Library (Public)
Languages spoken by librarians: English, Spanish, Arabic (studying)
Languages read by children: English, Spanish, Amharic, Arabic

Country: USA (Virginia) **(Paired with Burkina Faso)**
Library: St. Stephen's & St. Agnes School (School)
Language spoken by librarians and read by children: English