

## Outstanding Practices Related to Teachers

In "UNESCO-Hamdan Bin Rashid Al-Maktoum  
Prize for Outstanding Practice and Performance  
in Enhancing the Effectiveness of Teachers"

**Second cycle 2011-2012**

## Des Pratiques Exemplaires Relatives aux Enseignants

Sur l' "Prix UNESCO-Hamdan Bin Rashid Al-  
Maktoum récompensant des pratiques et des  
performances exemplaires pour améliorer  
l'efficacité des enseignants"

**Deuxième cycle 2011-2012**



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## The Prize:

The 'UNESCO-Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers', set up in 2009 and funded by his Highness Sheikh Hamdan Bin Rashid Al-Maktoum, aims to support, encourage and benefit those working to enhance the performance and effectiveness of teachers towards Education for All. It attaches particular importance to outstanding practices in developing country contexts or those aimed at marginalized and disadvantaged communities. It also aims to facilitate the global sharing and dissemination of outstanding practices regarding teachers.

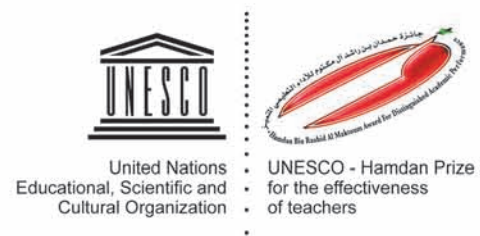
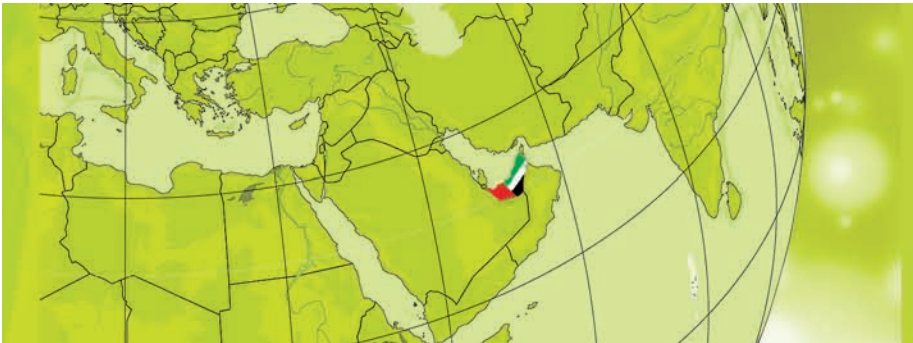
Every two years, the Prize will reward three candidates from around the world who have shown outstanding achievement in enhancing the performance and effectiveness of teachers in developing countries or within marginalized or disadvantaged communities from the wider global context.

## Amount of the Prize:

The value of the Prize shall be US \$270,000, divided between three winners. The value of each award shall thus be US \$90,000, which shall be provided in kind or in the form of educational and academic services to the winning institutions.

## Who can apply?

Candidates may be Organizations, international or national non-governmental organizations (NGOs), institutions or local, national and regional communities who are working to enhance the performance and effectiveness of teachers. Candidates cannot be individuals.



# Rato Bangala Foundation

## Nepal



**Dr. Shanta Dixit**  
Director of Rato Bangala School



**Mr. Mahashram Sharma**  
Director General  
Department of Education  
(Government of Nepal) -  
Nominating Body



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## Small Steps to make a Difference in Education

In a country where the state infrastructure, the education bureaucracy as well as international donor community is pre-occupied with providing access to education, a dual education system is nevertheless emerging, with well-endowed private schools for the well-to-do and sub-standard public schools for the poor. Although it has been recognized as a problem for at least two decades, the attempts to bridge this growing gap have been few and far between. Many private schools have become money-making enterprises lacking the ethos of education, while public schools have evolved as factories for producing unskilled labor. The tragedy disproportionately affects the poor of Nepal, as 80 percent of Nepal's children attend government schools.

The Rato Bangala Foundation (RBF) runs a Primary Teacher Training Programme, providing a Post



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Graduate Diploma in Education in a three-way partnership with Bank Street College of Education, New York and Kathmandu University. Additionally, the Foundation runs modular trainings to meet the diverse needs, both geographical and demographic, of teachers in the different regions of Nepal. In ten years, RBF has developed a model that can be taken ‘to scale’ introducing quality education in public schools at grassroots level. The Foundation’s underlying philosophy is to make teaching and learning in government schools child-centered, and transform schools into joyful, child-friendly community institutions.

The RBF model offers an innovative and cost-effective way to improve the quality of public schools through teacher training and empowerment. The model is effective and sustainable as it supports government programs and works to fulfill the



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government's School Sector Reform Plan (SSRP) (2009-2014). The method responds directly to the SSRP, in particular to the following SSRP aspect: "In Nepal, ... in spite of the significant improvements in access and enrolment over a decade or so, many children and young people leave schools without developing their potential, and without acquiring the basic skills deemed necessary for raising their standards of living, and the knowledge need to effectively function in society.»

The Rato Bangala philosophy for improving the quality of instruction in government schools, while partnering with the state education bureaucracy to ensure ownership and sustainability is being presently implemented in the Dailekh District, mid-west Nepal, as the Dailekh School Project (DSP). Funded primarily by the generous support of the parents of Rato Bangala School (a private school in Kathmandu), the DSP aims



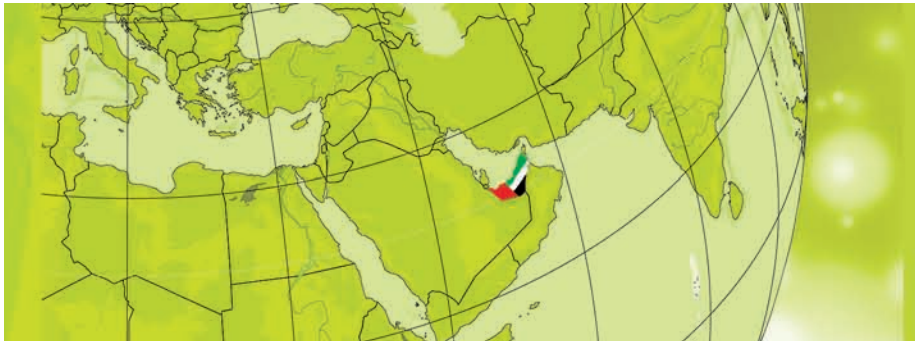
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to bring about quality improvement in all 513 primary schools of this remote mid-hill district. Concern for equity and social justice are a major focus of the project, which explains the selection of this particular district. Dailekh has the largest population of Dalits in the mid-hill districts of Nepal – this marginalized community comprises 30 percent of the district’s population of 225,000. The rest of the population, also falls in the low-income bracket under national statistics. RBF believes that bringing quality education to the under-privileged children of Dailekh will go a long way in contributing to the ‘Education for All’ goals as well as the Millennium Development Goals in education. The DSP implements the RBF model of teacher training and empowering of communities to safeguard and upgrade local schools. Rather than focus on developing a handful of model schools, the Foundation is working to upgrade each government



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school in Dailekh. It is a decentralized model, where each school is empowered to access and implement government policies and plans including the development of local curriculum. This model has sustainability at its core, rather than the fleeting improvement seen in recent Nepali education. The Dailekh experience teaches us that unity is strength, and the basis of unity is fair and equitable treatment of all stake-holders, from the students to parents, school teachers, community leaders, and education officials in the districts and at the national level in Kathmandu, and, by treating each school equally.

The DSP sets a standard for a realistic and sustainable partnership between schools, communities, governmental authorities and education NGOs. The “whole school approach” makes everyone accountable and responsible, engendering a good sense of community ownership that is absent in most of the school communities of the country. For the relatively small amount of money spent, the DSP has proven to be a very efficient program. The numbers impacted are significant in terms of schools, communities, children and teachers, and numerous structures are in place for continued teacher training.

In Dailekh as with other districts, the Foundation collaborates with the Department of Education of the Government of Nepal and works intensely with the district education authorities. Since 2003 RBF has trained, through this multi-layered collaboration over 2200 teachers in 21 of the 75 districts of Nepal.

There are several note-worthy aspects to the Dailekh School Project. It is extremely important that it functions in collaboration with the Government, and that the ownership lies with the authorities in the centre and districts. The scale of this project is not something a small organisation like RBF can undertake without collaborative



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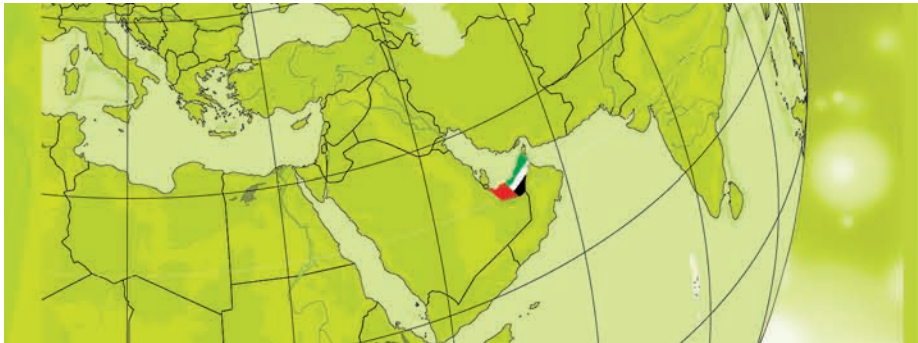


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effort. The DSP covers over 500 schools, 2000 teachers and all the primary school aged children in Dailkeh, totaling over 50,000. The grassroots reach of the project and the policy of inclusion makes for elevated self-esteem of all the stakeholders. Additionally, there has evolved a sense of healthy competition among schools and teachers. The DSP's memorandum of understanding with each individual school ensures that the institutions are not «recipients» but partners in the development of education, working together and learning collaboratively. This enhances the possibilities of sustainability. Our experience over the last three years has shown that each stakeholder, whether parent, teacher, heads of school, village development committee official or student, has developed a meaningful partnership and contributes to achieving the project goals.

One important aspect of the DSP is how an individual private school in Kathmandu has decided to get involved in the campaign to improve the education status of government schools, and how it has put in substantial effort including finances to partner with the government. Rato Bangala School, a primary supporter of the non-profit, non-governmental Rato Bangala Foundation, hopes that this work will help bridge the gap between private and government run schools so that the children who attend public schools also have access to quality education. Given that most girls as well as children from the most marginalized communities are relegated to the government schools in the districts, the focus on improving the government schools helps to ensure that the most disadvantaged Nepali children will have the opportunity for better education.

The project has faced challenges, such as difficulties in hiring and retaining competitive staff members who persevere in the physical and social terrain of Dailekh District, as well as more basic and systemic problems.



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The deep-rooted tradition of political appointments and political protection has made it difficult for the school supervisors to make demands on teachers. The only practical response of the DSP has been to engage with the teachers through training, supervision and support. On the whole, the Project has been successful in inspiring and motivating teachers and student. Hungry children, lack of drinking-water and toilet facilities, inadequate and improper classrooms, have been serious problems that have tended to be beyond the scope of the Project.

Though autumn of 2012 is past the half way mark of this five year project, important lessons have been learnt, and significant improvements have been noted by independent experts who have audited the Project. DSP has learnt that educational improvements cannot be made overnight. It takes time to develop caring, concerned and skilled teachers. On the other hand,



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motivated teachers can significantly compensate for poor infrastructure. All things being equal, if the model implemented in Dailekh is to be replicated in other district, it could help Nepal reach the MDG 2 goal of achieving universal primary education, and the Article 29 of the Convention of the Rights of the Child to provide child centered approach to teaching and learning.

The UNESCO-Hamdan Prize for 2012 awarded to the Rato Bangala Foundation allowed for a better perspective on what the project is trying to achieve and has allowed for boosting of confidence for all involved. Having worked quietly for a decade in a difficult environment amidst conflict and post-conflict situations, made more challenging by the political situation.

The Foundation would like to thank all its partners, the Government of Nepal from the central to the local level, our staunch supporter and funding partner Mountains to Mountains from Switzerland, and all the citizens involved with education in Dailekh District. The Foundation is grateful to UNESCO and to Sheikh Hamdan Bin Rashid Al-Maktoum who made it possible for institutions such as RBF to be appreciated.



# African Institute for Mathematical Sciences Schools Enrichment Centre (AIMSSEC)



## South Africa



**Dr. Barrie Barnard**  
AIMSSEC Academic Manager



**Ms. Toni Beardon**  
Founder and Chair -  
Nominating Body



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AIMSSEC is the school education and outreach component of the African Institute for Mathematical Sciences. It is based in Muizenberg, South Africa. The expanding pan-African AIMS network of education and research institutes now includes AIMS-South Africa, AIMS-Ghana and AIMS-Senegal. AIMSSEC's goals are to introduce new skills to the teaching and learning of mathematics in order to improve the educational and employment opportunities of young people in disadvantaged communities in Africa, to promote mathematics and to change public perceptions of the subject.

Mathematics underpins much of modern life - information and communication technology, genetics, medicine, finance, demographics and planning. Without mathematical training Africans will be unable to access the full power of new technologies to solve their countries' problems. AIMS seeks to build capacity for African initiatives in education, research and technology. Science and technology are powerful forces for progress in global society and the global economy. For Africa to benefit fully from these forces it must build a strong indigenous capacity in both. Africa's greatest resource is its people. There can be no more effective investment than in education which empowers talented young people to contribute to their countries' development.

AIMSSEC was set up by Toni Beardon in 2003 following a feasibility study and consultation that revealed the critical need for support and training for school mathematics teachers in South Africa. A new curriculum had been introduced by the ANC government and schools had officially been de-segregated, but there were serious



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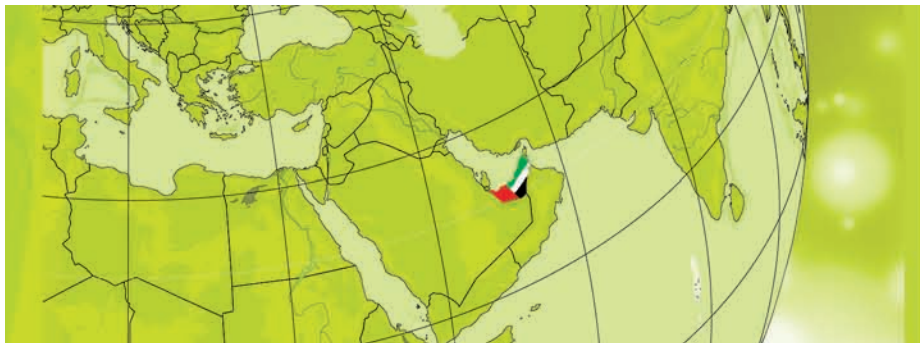
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problems in implementing the new curriculum and educational inequalities persisted.

Believing that education from the earliest age is vital to the development of each individual, that higher education cannot compensate for deficiencies in school education, and that the best way to help communities is to enable them to help themselves, the main focus of AIMSSEC's work is to empower both primary and secondary teachers to improve mathematics education in their own communities. In particular AIMSSEC supports teachers from rural areas who are far from other educational institutions.

According to equity principle: "Educational opportunities should be equal for all. Mathematics is a core component of intelligent decision making in everyday life, in the workplace, and in our democratic society. To fail children in mathematics, or to let mathematics fail them, is to close off an important access to society's resources." (Robert Moses, civil rights leader, USA.)

This year, 286 teachers and subject advisers from all parts of South Africa are studying on AIMSSEC courses. AIMSSEC raises the funding so that the teachers do not have to pay for tuition or for travel, food and accommodation on the residential courses. With a very small South African staff AIMSSEC is able to offer 3-month and 2-year blended learning courses because an international team of experienced teacher trainers contribute to the AIMSSEC teaching programme and work for AIMSSEC without pay. AIMSSEC teaches the 2-year Ace course in partnership with the Universities of Stellenbosch and Fort Hare.



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Commissioned by the Eastern Cape Department of Education, AIMSSEC is training 276 teachers and subject advisors to make up teams of 12 mathematics subject leaders for each of the 23 Eastern Cape School Districts. To reach as many learners as possible AIMSSEC trains teachers to run workshops for other teachers and provides the learning materials for these workshops in a ‘train the trainer cascade model’. Over 800 teacher-led workshops have now been conducted providing field trials for the series of 16 books being written by the 50-strong AIMSSEC International team.

The issues of rural disadvantage in South Africa have parallels in other African countries where the AIMS Next Einstein Initiative is setting up other institutes and AIMSSEC is advising on teacher training and outreach programmes. AIMSSEC must build capacity in order to meet the pressing demand from teachers for professional development and to give more young learners their entitlement to a good mathematical education.

### **AIMSSEC – A winner of the UNESCO-Hamdan Prize**

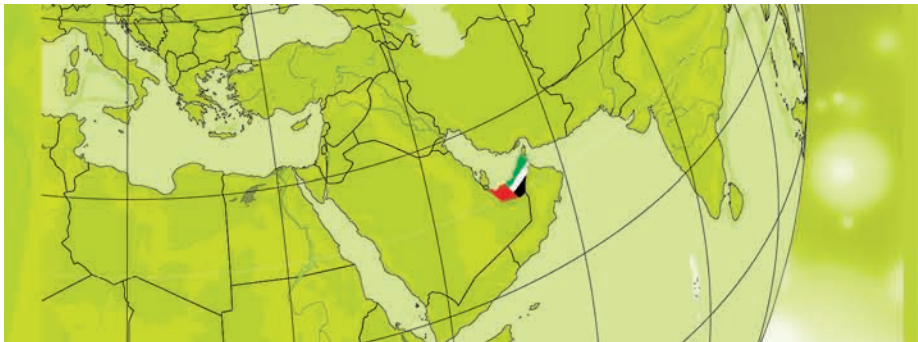
Since 2003 AIMSSEC has trained 1000 primary and secondary teachers and subject advisors from all parts of South Africa on the 3-month Mathematical Thinking (MT) course. AIMSSEC currently has 165 teachers, subject advisors and field trainers studying on the 2-year course (instituted in 2009) and 41 graduates who contribute to AIMSSEC residential courses as teaching assistants and as local coordinators in their home areas.



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In recognition for its work AIMSSEC was awarded the UNESCO Hamdan Bin Rashid Al-Maktoum Prize for outstanding practice and performance in enhancing the effectiveness of teachers. The photo shows Sheikh Hamdan Bin Rashid Al-Maktoum handing over the award to Dr Barrie Barnard (Academic Manager from AIMSSEC). The ceremony took place in Dubai on 24th April 2012.

There is still an urgent need for training for mathematics teachers in South Africa. The standards of attainment in mathematics have not significantly improved since 1994. South Africa is ranked 139th out of 142 countries for the quality of its school mathematics and science education (Global Competitiveness Report, World Economic Forum 2011/2012).

The evidence of continuing disadvantage is very clear. When they start the AIMSSEC courses almost all the teachers do badly themselves on tests on the school mathematics that they are supposed to teach. These teachers are very keen to learn and they claim that they have not previously had the opportunity for the training they need. The mathematics subject advisers and field trainers who have taken AIMSSEC courses are weaker mathematically than many of the teachers which may explain why so many training courses in South Africa have been ineffective. As in many other countries there is a shortage of qualified mathematics teachers and difficulty in recruiting young people to the profession resulting in a self perpetuating cycle with school leavers poorly prepared for higher education, high drop-out rates from university courses and serious skills shortages. AIMSSEC trains



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teachers who never planned to teach the subject but are required to do so because many schools have no teachers with any mathematical training or qualifications. To make matters worse class sizes are on average very high with classes of over 50 learners being quite common. The following quotations from teachers studying on the AIMSSEC courses highlight some of the problems they face:

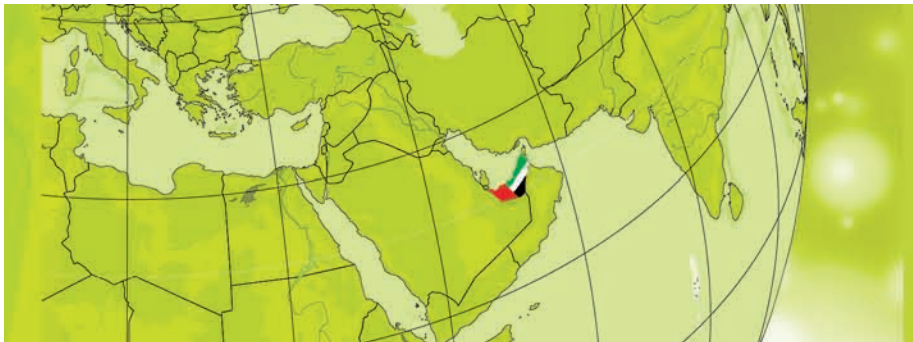
“Our school has a problem of lack of maths specialists. Our kids come from a rural area of Hlomendlini, with very little infrastructure. Our school has neither running water nor electricity and we are in need of school buildings. The learners either have unemployed parents or no parents because of the AIDS scourge.” (Phumla Dlamini, KwaZulu Natal)

“The school is predominantly rural with poor infrastructures. Most learners’ parents are unemployed and cannot afford to pay school fees. There are no teaching and learning resources to help improve learner performance and no funds to purchase learning aids.” (Phumla Dlamini, KwaZulu Natal)

### **AIMSSEC Best Practices**

The AIMSSEC style of teaching is transformative.

Learning is through guided discovery, with an emphasis on understanding, mathematical thinking, discussion, collaborative learning and challenges rather than just mechanical practice. Learning how to learn and to take



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responsibility for one's own learning is of paramount importance.

The only experience that most teachers have had is of transmission mode teaching where learners are expected to memorise facts and mathematical procedures even when they do not understand them. Rote learning and drilling to answer test questions result in the majority of learners disliking the subject and having little or no confidence in their own mathematical ability.

In the modern world mathematical thinking and logical reasoning, and the ability to use and apply mathematics to solve problems, are the important skills. AIMSSEC gives teachers the experience of engaging in enquiry based learning and problem solving themselves, and provides activities and resources to help teachers to modify and change their own teaching styles.

The Mathematical Thinking course is a pre-requisite for the two year Advanced Certificate in Education (ACE) to train Mathematics Subject Leaders, designed by AIMSSEC, an innovative, blended learning, technology enriched programme to upgrade the teachers' subject knowledge and to improve their teaching skills. They attend residential units in the school holidays and then engage in distance learning once they are back at work in their schools. This enables teachers from rural areas far from other universities to get the training they need. These teachers are committed to ten hours a week home study, to submit regular assignments and to write exams at the end of each year.



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Most of the teachers now have access to the internet for the first time though cellphone technology. They are guided in their studies by the lecturers who answer their questions online on (<http://moodle.aimssec.org>) the course management system. The AIMING HIGH Teacher Network ([www.aiminghigh.aimssec.org](http://www.aiminghigh.aimssec.org)), set up to support lifelong learning, offers resources for teaching mathematics and enables teachers to share ideas, to ask for help and advice and to support each other.

AIMSSEC broadcasts whole day TV lessons for mathematics teachers via satellite to learning centres in Polokwane, Richards Bay, Durban, East London, Port Elizabeth, Queenstown, Mthatha, Klerksdorp, Bloemfontein and Stellenbosch. AIMSSEC has set up new ITE Learning Centres so that teachers can take part without having to travel long distances from home. The broadcasts address teaching issues and subject content for different age groups. Teachers also have time to meet and work with other teachers on assigned tasks, which is valuable for those who study alone in isolated communities.

AIMSSEC helps teachers to meet the challenges they face as described by two teachers in the following quotations:

“To me the course was a life-saver! I have operated up to now on a survival mode, this has changed my way of thinking totally. The exercises were very practical and useful. I wish all maths teachers can do this. By observing the lecturers it became very clear on exactly how I must engage with my learners. I have learnt a lot



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on how to assess what kind of exercises to give. It also showed me that maths is fun! I will surely use all the information given to make the difference in my learners' lives!

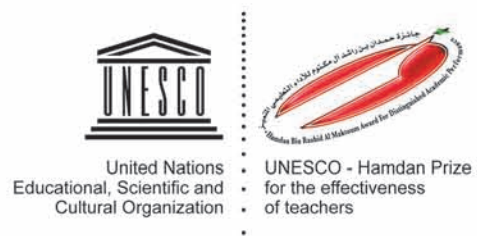
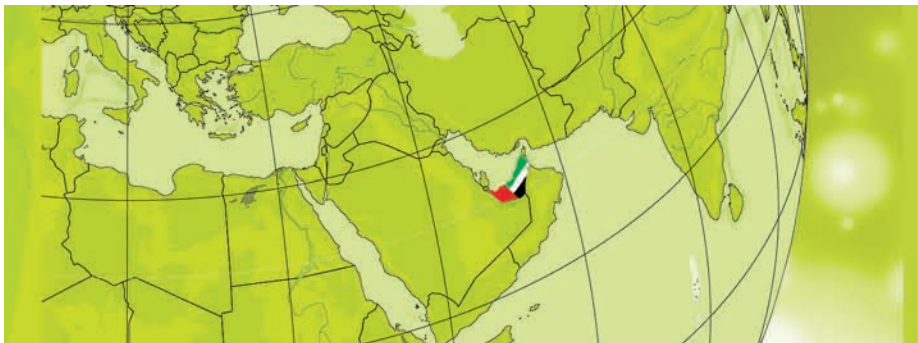
The interaction between teachers and lecturers and teachers and teachers was special.” (Ishmael Lekgetho FET Teacher Free State)

“AIMSSEC and the ACE course made a huge positive impact on my maths knowledge as well as my teaching. The lecturers at AIMSSEC are not only experts in what they are doing, but they are really passionate about mathematics. Each of my colleagues and I sensed this from the beginning and we knew this was going to be one tough, but special course.

The course not only made me confident in maths, but made me an overall confident teacher. There were a few chapters I was struggling with and had real difficulty in teaching in the classroom. The ACE course gave new meaning to those chapters and I can teach them with so much confidence now.

The CAPS documents bring back geometry and probability. At this moment there are so many teachers worried and stressed out about having to teach these topics. The ACE course made us experts in these topics and I can help so many teachers in understanding probability. I can't wait to implement my knowledge.

Most importantly, this course has made me a life-long reflective teacher. It gave me the chance to research my potential in the classroom. It has made a huge impact on how I approach almost everything in class - always



looking for better strategies that will benefit the learner. The ACE course not only made me a good maths teacher, but I really can say that it moulded me into a mathematician. The results show this at my school, but it is not only about the results – my learners also love their maths.

All over South Africa we have struggling maths teachers. We need an organisation like AIMSSEC. They made me a good, confident maths teacher. I definitely know many others will benefit from the AIMSSEC short course and the ACE course.” (Hubert February, FET Teacher W. Cape)

Mobile learning is becoming increasingly accessible and important. AIMSSEC has developed 70 apps for learning mathematics on basic cellphones using MXiT software, targeted at developing countries (MXiT-BSMRT-SMRTUP-Mathematical Investigations). AIMSSEC also takes part in a project with Nokia called MoMaths that enables learners and teachers from grades 10 to 12 to use cellphones for learning maths. In addition AIMSSEC is involved in research in partnership with Cambridge University Millennium Mathematics Project on developing maths apps for smartphones.

To support the cascade model of teacher professional development, and to empower teachers, the 50-strong AIMSSEC International team is writing a series of 16 books. The books provide teacher workshop guides. So far there have been over 400 workshops run by teachers in their schools using the material from these books as part of the ACE Subject Leader Training.



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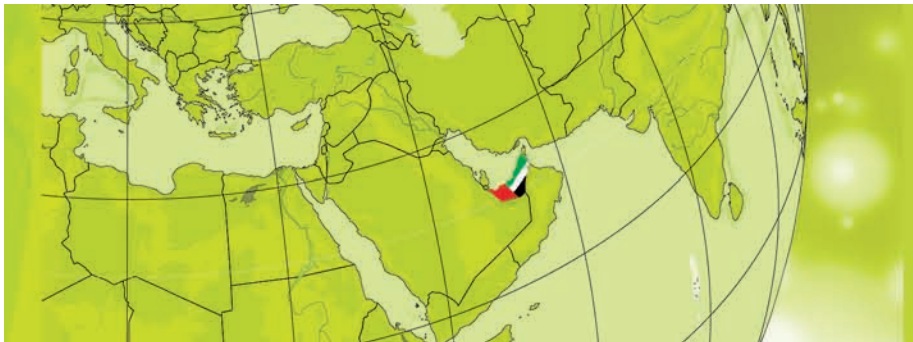
Other AIMSSEC activities include: support of local schools, master classes, after school mathematics clubs and public lectures; coordination and training of AIMS postgraduate students in tutoring & mentoring school students;

### The impact on AIMSSEC after the Prize

This Prize reward will help AIMSSEC to extend its staff team. The small AIMSSEC local team is very overworked at present but everyone feels encouraged by this recognition.

AIMSSEC is planning a new course for better qualified teachers as part of a research project on teacher transformation. The course objectives are to inspire teachers to learn more university level mathematics relevant for school teaching, to develop their teaching skills and to help them foster learners' skills of mathematical reasoning as well as the transferable skills of problem solving, independent learning, collaborative learning and communication. These skills are referred to as 'transferable' because they are useful life skills both in studying other subjects and in the workplace.

We are energised to work even harder to meet the pressing demand from teachers for professional development and, together with the international team, to build up our research and development programme and to learn how best to support teachers even more effectively.



# Asociación Civil Banco del Libro

## Venezuela



**Ms. Maria Beatriz Medina**  
Director of Banco del Libro



**Ms. Sonia Bayley**  
Education Director of Alcaldía  
de Baruta - Nominating Body



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Banco del Libro is a non-profit institution devoted to the promotion of reading and children’s literature in Venezuela and Latin America. Created in 1960 as an exchange center for used textbooks (Canje)\* – hence the name “Banco del Libro”, which means “Book Bank”–, the institution’s programs and services branched out organizing school and public libraries, creating a library network, and developing an evaluation program to select and recommend children’s books.

Banco del Libro has branched out to other activities. Professional training has become one of our goals. We seek to promote positive attitudes towards books by offering workshops, courses, and an Online M.A. on Books and Literature for Children with the University of Barcelona Spain.

Each one of these training environments is created for a different target: children, parents, teachers, librarians, and specialists. Our Training Program



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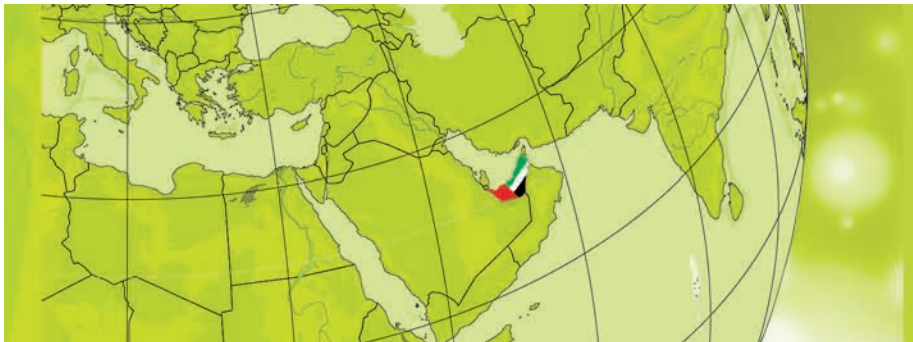




is based on the idea that reading has a significant impact on the emotional, intellectual, and social development of children and youngsters.

There are few institutions able to present similar work sustained throughout the years, in spite of the diverse difficulties that it has had to confront. It has always been an institution open to whoever feels the urge to search for a more plural, fair, balanced, and committed society by means of book, training and reading promotion.

The experience achieved by Banco del Libro over the last 52 years has made it worthy of several important national and international awards, such as the IBBY- ASAHI Reading Promotion Award (1988), IFLA's Guus van Wesemael Award (2003); The Astrid Lindgren Memorial Award administered by the Swedish Arts Council and The UNESCO-Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice an Performance in Enhancing



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### The Effectiveness of Teachers.

Leader in the field of book and training Banco del Libro has been able to adopt its programs as reference. Its continued work on book selection and guidelines by training in reading promotion has been a model for similar institutions abroad, such as Fundalectura (Colombia) and Fundación Germán Sánchez Ruipérez (Spain).

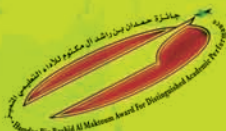
### The reasons that led to win

The reasons that led us to win the UNESCO-Hamdan Prize are that the projects Words for non-violence are based on a continuing practice of research on books, reading and studies on violence and a culture of peace. Direct action with children and young people, as well as teachers' training, contribute to educate critical and independent readers.

The aesthetic experience is implied in its most plural essence, and at the same time, binds us to reality



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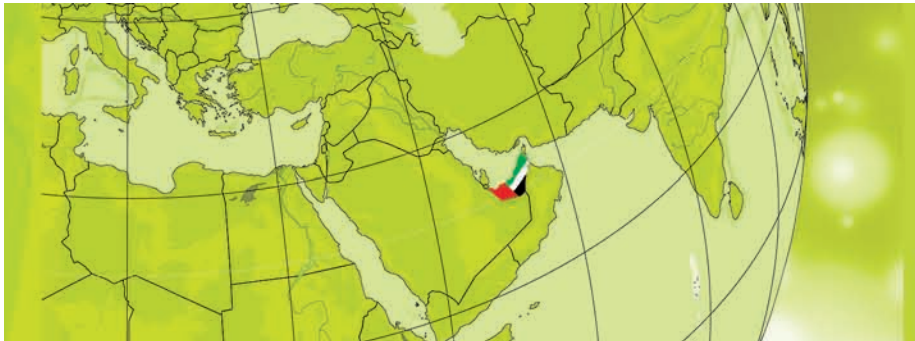
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in a different way. The proposal of Words for non violence is based on the need to intervene in a positive way in issues of school violence in urban areas of the country, which have become a complex reality.

The Words for non-violence proposal raises issues that deal with differences in a plural society. By using the essential tool of language -from reading to conversations- as a means to guarantee the possibility to channel rage and resolve conflict. Both teachers and students have had the opportunity to develop abilities that help them -among other things- to be better listeners, coaching them on how to handle negotiation as a tool for the classroom; providing them with ways to learn to think and act keeping in mind the rights of others.

The literature is a critical tool for the job of reading and citizenship in the classroom and as such teacher education has been a fundamental line of Building Bridges program and especially for the project Words



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and nonviolence. In this sense, teacher training is an essential element in civic education; it strengthens the capacity, competence and performance of teachers and expands the possibilities of having advocacy.

### The best practices in supporting the teachers

Now that for more than 32 years the National Public Library Network of Venezuela has incorporated many projects we once pioneered, Banco del Libro has branched out to other activities. Professional training has become one of our goals. We seek to promote positive attitudes towards books by offering workshops, course, and an Online M.A o Books and Literature.

Each one of these training environments is created for a different target: parents, teaches, scholars librarians and specialists. Our training Program is based on the idea that reading has a significant impact on the emotional, intellectual and social development of children and youngsters.

Due to the long experience of the Banco del Libro, the Venezuelan Ministry of Education –after 52 years - continues to rely on the institution’s innovative and visionary projects. During the first decade of this millennium Banco del Libro has trained teachers as reading promoters. To date it has trained 2920 teachers in 979 workshops which in turn have benefited 100 620 children.

In the 2000’s Banco del Libro has created a two level online course for reading promoters –also available at Banco del Libro headquarters as a 150 hour course. This online course for for Reading Promoters offers the possibility for people in different Hispanic American countries to interact and acquire specialized training on storytelling techniques, children’s literature, book selection, and book history. In 2004 four editions of the



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online course were undertaken with students from 15 countries -most of these countries lack such types of formal education. This year the Regionalt Biblioteksstöd of Sweden has granted the tuition for 14 librarians from Central America and the Caribbean.

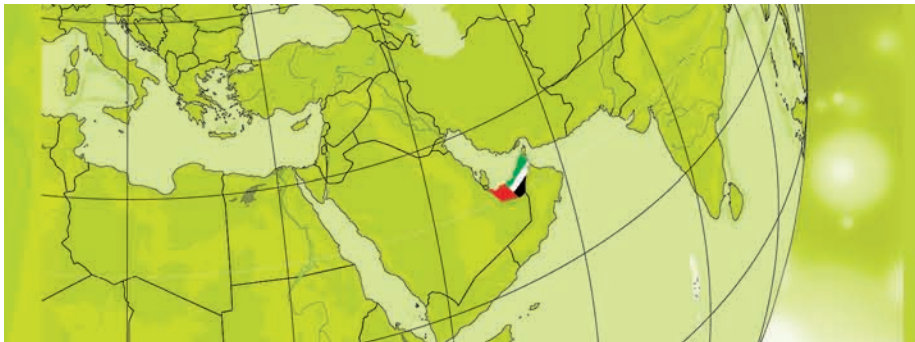
Banco del Libro in alliance with the Universidad Autònoma de Barcelona, and the Germán Sánchez Ruipérez Foundation (Spain), has developed an On-line M.A. on Books and Literature for Children that train professionals in publishing, research, and the use of books in libraries and schools. This M.A., with multicultural faculty and alumni, clearly contributes to Hispano-American integration.

In agreement with the Universidad Central de Venezuela's Humanities Faculty, a higher education course on reading promotion and children's books was held in 2006.

Banco del Libro also offers a wide range of activities, products, and services to promote children's books and reading. Some of these activities and services are Workshops, seminars, and lectures on authors, illustration, and major trends in Spanish and Latin American Children's Literature, publishing, and bookselling.

During the last decade Banco del Libro has consolidated and deepened its social impact through projects of reading promotion. Its main strength and strategies have been to design and develop projects that respond and are adapted to the arising needs from the social, cultural and educational spheres, especially in the most disadvantaged areas.

We have made sure that our institution moves toward an increasingly integrative process that promotes civic attitudes, starting from the promotion of an articulated and critic reading with a variety of reading materials, that arise from the need to promote a symbolic formulation, a space for personal and social elaboration,



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development and reconstruction.

The reading promotion activity and systematic action of Building Bridges Program and Words for non Violence, confirms the theory that oral and written literature-that is the “word” in all its fields- are a resource to draw up a path of understanding and peace through insightful encounters with different reading formats that represent diverse situations of human relationships that need a solution. Conquering spaces for children, teenagers and adults to express themselves in this manner, provides a space for active reflection and the daily practice of activities that promote creative discussions.

**The strategies have been:**

- Selection of reading materials for direct reading sessions with children
- Creation of a readers environment
- Mediator and teacher training

An initial diagnosis followed by induction workshops, to offer tools and strategies, for teachers about children’s rights and the use of language and its connection with citizen formation. It was made up of a collection of titles, adapted to the needs of the context so they could offer teachers the appropriate books to deal with violence issues. Finally, reading and conversation sessions were conducted with children from different schools for four months. After which the same project was undertaken with the Municipality of Chacao in Caracas in order to spread the methodology widely.



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