

**Library as a Cultural
Center: The Profile of
the Center for Cultural
Development of Children
in Reading Promotion**

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Establishment of the Center for Cultural Development of Children

The Center for Cultural Development of Children was established in 2001 as a non-governmental organization (NGO) in Iran to raise public awareness, capacity building, promotion, and development of culture and art for children, especially children in rural and deprived areas.

The founders of this institution believed in the idea that no aspect of life is perfect without initiation into its special culture since early childhood. Therefore, the Center for Cultural Development of Children with the support and cooperation of benevolent people and using expertise and through their experiences and experiences started a series of coordinated projects to develop and enrich the socio-cultural aspects of children's lives across the country. All these activities are conducted by volunteer members of CCDC and all the expenses are provided through the kind donations and help offered by benevolent people.

Members of the CCDC in a village: Mrs. Farmehr Manjezi, the second person from the right, Mrs. Monir Homayouni, the second person from the left, members of the board



The Story of the Birth of the Center for Cultural Development of Children (CCDC)

Monir Homayouni, the main founder of the Center for Cultural Development of Children, tells the story of the establishment of CCDC as follows: “I was initiated into the world of literature when I was a young adult were through such works as *The Misérables* and *Oliver Twist* I came to the understanding that the main problem with the world is both poverty and violence and it is the children who suffer the most from these problems. Later, I learned more about this injustice in all aspects of life. This poverty, whether it is financial, educational, cultural, or moral, causes backwardness, and my real concern was to do what I could to alleviate this.”

With the approval of the Universal Declaration of the Rights of the Child and its signing by Iran in 1994 and with many years of experience volunteering in the Correction and Rehabilitation Center, the Association for the Protection of the Rights of the Child, and cooperation with UNICEF and many NGOs active of the cause of children and adolescents in Iran and the region, I considered it necessary to establish a Center for Cultural Development of Children with the following goals:

First, to reach out to children and adolescents in deprived and remote villages and areas, and by the provision of the best, we could offer to rural libraries, offer them basic facilities to access books, general information, and news. In the next steps, we provided the necessary equipment and facilities to upgrade the libraries.

“When I searched for the meaning of the word justice in my mind, I came to the answer that justice means creating equal opportunities and empowering people in every aspect of human life. And again, when I was looking for the answer



to the question of how a better future is shaped in society, I found no other answer than that the bright future of the people of any country is tied to educating children and remaining to update it. But as to how this

education should be and what spaces and contexts should be prepared, the answer will certainly not be other than creating the space and context of the search for justice and expanding the possibilities and opportunities for learning even in the most deprived areas. The demand for justice turns to a general and public belief only when step forward to achieve it in practice, and we took the first step for turning this belief into practice by the establishment of the CCDC. Then I thought on the dimensions of our goals, that is empowering through the provision of educational opportunities for cultural development. To answer these questions, in what grounds could we introduce our children to extra-school education, that is as broad as the world of human knowledge, and wherein this frontier could we find the hidden talents that are waiting for irrigation to germinate and flourish, to fertilize them as to empower them to free themselves from the shackles of deprivation.

We went to the villages and lit the libraries with the light of books so that in the light of that the children and the villagers to be excited to read and know. In the library, the sparkle of these children's eyes shines like stars on dark nights. To the villages, Oraman Takht,¹ Gelin,² Klanganeh,³ Fahraj,⁴

1. Oraman Takht, a historical village, is located in the southeastern part of Marivan, Kurdistan, and has a history of nearly 1000 years.

2. Gelin is a mountainous village located 50 km southwest of Sanandaj, Kurdistan. The village has a stair structure with inhabitants who are mostly engaged in agriculture and gardening.

3. Klanganeh is a village in Silakhor Rural District, Silakhor District, Dorud County, Lorestan Province, Iran.

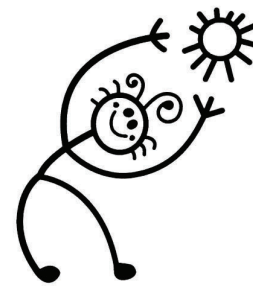
4. Fahraj is a village in Fahraj Rural District, in the Central District of Yazd County, Yazd Province, Iran.

and many more. With book packages, these treasures of ideas, we went to village children to remind them of the flight of memory and dreams and to encourage them to think for a better life and to create a better world. And now, after a decade of activity of CCDC, thanks to the great efforts of many loved ones, we can claim that could pave the rural roads through our continual travels. And we know we are at the beginning of the journey and that we will never reach our destination unless we start going.

Fifteen libraries in the most remote rural areas of the country may seem small in number, but the impact it has had on the development of our children and the way people in these villages look at life, informs that we are moving on the right track.

Today, with a wealth of experience, we are convinced that just through efforts to promote education and the development of culture it is possible to eliminate inequalities and establish social justice and promise a brighter future for the children.

We hope for more hands to help us to build thousands of rural libraries and take our next steps with stronger resolution.”



گردآورندگان و ویراستاران :

منیر همایونی، شاهده سعیدی، ناهید مظفری و فرمهر منجری

طراح جلد و پوستر:

وحید وثوقی کیا

صفحه آرایی:

مریم مینویی

حروفچینی:

یلدا طهماسبی

نشانی:

خیابان مطهری - خیابان فجر - کوچه کامیاب - پ ۳

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Activities of the Center for Children's Cultural Development

The activities of the CCDC can be divided into several sections:

- Building libraries in villages and deprived areas on the outskirts of cities
- Cooperation with governmental and non-governmental institutions and

organizations

- Organizing educational workshops in libraries
- Organizing training workshops for rural school teachers
- Offering assistance to other libraries with goals in line with CCDC and located in deprived villages and areas.
- Equipping primary school laboratories in rural districts
- Provision of facilities for technical and vocational schools in villages
- Cooperation with Correction and Rehabilitation Center¹

Library; A Local Center for Cultural Development

One of the main activities of the Center for Cultural Development of Children is the establishment, equipment, and development of libraries in villages and deprived areas of the country.

Monir Homayouni, the founder of the organization, does not consider the library to be a place just to read books: “We regard libraries as centers of education and cultural development and as village libraries are developed according to special needs of children, everyone can access the book in all fields. From the beginning, libraries were meant to be cultural centers, not just places to lend or borrow books. Organizing workshops was one of the main goals of development of libraries.”

Considering the material needs of children and low-income families, including the provision of stationery and textbooks, clothing, school travel expenses, equipping student dormitories, nutrition, and physical health, etc. creates a significant list of activities for CCDC and the founders of this center, meeting these basic human needs is a prerequisite for any attempt toward cultural development.

The founders of CCDC believe that the library is a basis for the promotion of science and plays an important role in raising public knowledge, social and cultural development, and comprehensive development and flourishing of talents and creativities.

1. Correction and Rehabilitation Center in Iran is like a Juvenile Detention Centre in the US, a center for the care, correction, and education of underage and delinquent children or offenders under the age of 18.

Since its inception, the organization has developed 20 rural libraries and several mobile libraries for nomadic tribes. It has also equipped various city libraries in different parts of the country by sending books and providing educational services, public libraries, and rural school libraries as well as organizing reading clubs. In addition to its libraries, the organization has provided educational services to Afghan refugee children at the request of the Afghan Cultural Foundation through the development of libraries in three self-governing schools.

These libraries operate through the selection of some indigenous people, usually women, who are interested in books and children, and then they are provided with necessary training. Librarians are also introduced to the provincial branches of the Center for Intellectual Development of Children and Young Adults for education for further workshops and educational courses. Experts and volunteer members of the CCDC visit rural libraries once or twice a year to attend workshops for library members in different age groups. In addition to organizing workshops for children and adolescents, they also hold workshops for the parents and teachers as well as for rural school principals. The purpose of these workshops is to empower the people and create new capacities for further cultural and educational programs.

Some of the workshops held in libraries include:

- reading promotion programs and how to run them
- How to talk to children about books
- Introducing jobs in society
- Ideas in Iranian Studies
- Introduction to indigenous ideas and cultures
- Introduction to the rights of the child
- Introduction to reference books
- Diary writing techniques and methods
- Introduction to ancient literature
- Collecting popular culture
- Storytelling and traditional games
- Crafts with disposables materials
- Creative writing techniques and methods

- Pottery
- Traditional wood arts
- Biography writing
- Treatment of children, treatment of adolescents
- Individual and group counseling

Also, for more professional training of rural librarians, who are selected from the residents of each village, training workshops are organized biannually. By 2018, seven workshops are conducted thanks to the warm support of leading professors and experts in such field as library services, ancient literature, creative art education, folk literature, children and adolescent literature, creative drama, creative writing and reporting, participatory management, reading clubs, as well and entrepreneurship and personal management.

These workshops are conducted for a week in a city. Librarians from all CCDC branch libraries, along with their assistants and even children, together with interested librarians nominated by other organizations, are housed in a specially designated location for a week to attend training classes. During this time, librarians from different regions become familiar with each other. In this way, they also



indirectly get to know each other's customs and culture and professional interests and experiences. During the course, besides educational classes, entertainment and cultural programs are also provided for them. The workshops are usually held in the morning and the afternoon, and extracurricular activities begin after dinner. These activities include going to the cinema, visiting cultural sites, meeting writers and artists, holding

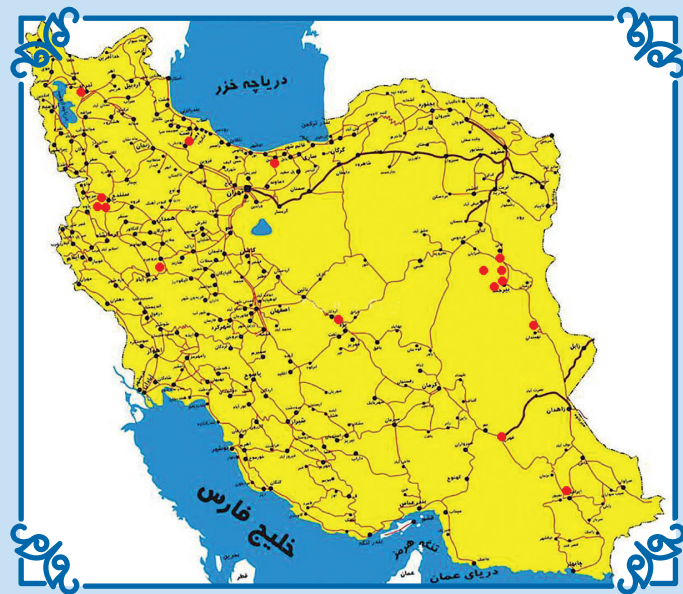
multicultural nights, visiting museums, and also shopping in culturally rich local markets.

Rural librarians use what they have learned in their libraries to perform a variety of activities including reading and storytelling, creative performances, educational and traditional games, documenting folklore, production of local handicrafts, and techniques for environmental protection.

The Importance of Village Libraries

Rural libraries and their activities have a lasting and special impact on changing the attitude of the rural community toward a better life, especially in the attitude of parents and educators. During these years, CCDC, aiming at eliminating deprivation through the provision of educational and cultural development facilities, has been determined and focused on the establishment and development of rural libraries to empower rural children to take steps towards social justice. The 20-year activity record of CCDC is proving how effective such a center has been in rural areas.

Libraries of the Cultural
Development Center in
Rural Areas



LIBRARIES OF THE CULTURAL DEVELOPMENT CENTER IN RURAL AREAS

Khong Village Library

Khong village is located sixty kilometers away from Birjand City in South Khorasan Province. The library in this village was launched back in 2001. A vocational high school¹ in the village that offered courses in six degrees for boys and another vocational high school for girls were closed in 2013 by the State Ministry of Education. The Center for Cultural Development of Children, which played a major role in the establishment and development of new technical vocational educational centers² has supported many students and is still endeavoring to reopen the former schools.

This library, which is the first library launched by the CCDC, started in February 2002. Initially, the library started with about 1,404 volumes of books and now it has about 4,000 volumes, together with other media including several videotapes and educational and entertaining CDs. The library has 85 members, most of whom are students. About 20 members of the library are adults.

The special activities of this library include teaching children with mental disabilities, running carpet-weaving and other handicraft workshops for rural women, and collecting medicinal plants with the help of student groups.

Library of Fatemeh Zahra (PBUH) Hospital in Birjand³

Fatemeh Zahra (PBUH) Hospital is a medical center that operates as a charity and provides free services to the poor and the people with financial problems. The library of Fatemeh Zahra (PBUH) was established in February 2001 in a part of a Darulshafa

1. Work and Knowledge is a branch of the educational system in Iranian high schools that students can choose most practical courses and workshop activities. These sub-branches include industry, services, agriculture, and arts. Fields such as casting, textile, metal plating, and hotel management are among the fields that can be studied in Work and Knowledge Educational Centers.

2. Technical Professional is a branch of study in Iranian high schools. This branch, like the Work and Knowledge, focuses more on practical and workshop courses. The sub-branches of Technical and Professional include art, management, and services, industry, and agriculture. Fields such as graphics, music, accounting, physical education, electronics, and the food industry are covered in these educational systems.

3. Birjand is the center of Southern Khorasan Province in eastern Iran.

(i.e., health center run in association with religious institutions) located in Chahardakht neighborhood of Birjand and continued to operate until 2005, when it was relocated. The library was closed for a year. In the spring, Fatemeh Zahra library resumed its work in a new location. At present, the library has 675 members with about 6670 volumes of books.

The members of the library include local school students, Afghan children and mothers living in the area, as well as the hospital staff. The library programs include workshops on traditional arts run by local artists, calligraphy, painting, and summer classes such as puppet shows and puppetry workshops.



Oraman Takht Village Library

Oraman Takht is a mountainous rural residential district of Sarvabad City in Sanandaj, Kurdistan Province. The Oraman Takht Village Library opened in September 2003 and currently has 5,209 volumes of books, about 70 educational and entertaining CDs, providing services to about 528 members.

Special activities of this library include pottery, making puppets, recycling of waste materials, and also environmental protection education that is run along with student group activities and literacy classes.

Khor Village Library

Khor is a village in the Khosf region, 100 kilometers away from Birjand City in Southern Khorasan province of Iran. This



village, with its three neighboring villages, forms a total of four densely populated villages. It has a population of about 600 students who attend primary to high school levels of education.

The Khor village library was established in August 2003. This library now has about 4,000 books, many videos, and educational and entertaining CDs, providing services to about 355 members. One of the special activities of this library is the formation of calligraphy and traditional mosaic art classes under the guidance of volunteer teachers of education. In a special program, the members have planted trees in front of the library both as an environmental practice and to insist on the social and environmental integration of the library.

Gelin Village Library

Gelin village is located sixty kilometers south of Sanandaj City and has a population of 1800 people, with more than 80 percent of the literate population which is a high rate in such a far from the center village. About 670 students are living in this village and there are schools for all educational levels that offer services to these students and those arriving from four neighboring villages.

now has about 5,000 books, some educational and entertaining films providing services to 554 members.

Among the special activities of this library include training illiterate and untrained members in collaboration with Sanandaj Literacy Department, recycling of waste materials and environmental protection training in collaboration with student groups, running English and Kurdish language classes, organization of reading groups for young girls, organization of women's sports groups and the running Poetry and Literature Association.

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Dehak Village Library

Dehak is a village located in a region at the outskirts of the Iranian desert, on the border between South Khorasan and Sistan and Baluchestan provinces. The village has a population of 1500 with a %60 literacy rate. The Dehak Village Library was opened in March 2003 and currently has about 5,500 books, several educational and entertaining videos that provide services for 770 members. The library moved to its new location in 2012.

The special activities of the Dehak village library include running environmental workshops, tree planting and preparation of green spaces in front of the library, running Shahnameh reading groups¹, and running regular meetings to study classic literature as well books on religions, health, and

1. The Shahnameh is a long epic poem written by the Persian poet Ferdowsi between c. 977 and 1010 CE and is the national epic of Greater Iran. Consisting of some 50,000 "distiches" or couplets, the Shahnameh is one of the world's longest epic poems.



environmental issues. Also organizing book clubs for different age groups (children, teenagers, youth, and mothers) and conducting educational workshops on such local arts as crocheting, embroidery, handicrafts, hat weaving, porcelain flowers, and holding exhibitions of handicrafts and food and medicinal plants have been among the social activities of the library.

Library of Befrouyeh Village

Befrouyeh was a village ten kilometers from Meybod City in Yazd Province. Back in 2004, when the village library launched, Befrouyeh was a village, this



could be considered as the developing effect of the library that the village could develop and officially register herself as a small city. However, the library is still working, it has about 5,500 volumes of books, several videos, and educational and entertaining video CDs, and provides services for its +1,000 members. Due to proximity to the city of Meybod and the University of Meybod, some members are

university students. The library provides library services to three neighboring towns.

The members of Befrouyeh library are conducting such activities as the organization of a Shahnameh reading group, holding cultural, environmental, and educational tours around the region, organization of English language classes, as well as sewing classes for different age groups.

Befrooyeh Library also has strong and well-defined institutional cooperation with other cultural and educational organizations such as the Technical Schools Organization of Meybod. As a result, a series of collaborative educational programs were conducted and run for women in the space provided by the library.

Fahraj Village Library

After the destructive earthquake that struck Bam in January 2003, the Center for Cultural Development of Children established three tent libraries in the earthquake-stricken areas and after a year, moved the equipment to develop a rural library in Fahraj village located sixty kilometers away from the city of Bam.

In more recent years, Fahraj has more population and is officially registered as a town. The Fahraj

Library currently has 760 members, about 5,840 books, and several educational and entertaining videos and CDs. The special activities of this library include publishing a weekly newsletter, planting trees in the front yard of the library, documentation of local dialects and words, researching local plants and animal species. The library holds weekly storytelling meetings. Reading groups also meets regularly twice a week.



Ganjah Village Library

Ganjah village is located nine kilometers away from Rudbar, a city located in the northern province of Gilan. The schools in this village offer educational services for all levels of education for primary, middle, and high school levels, for both boys and girls. The village library has started in 2005 and provides a repository of more than 50,000 books, and several educational and entertainment tapes and CDs to its 200 members. In this library, the usual activities of libraries and holding art and handicraft workshops are established. The library runs usual social and cultural activities as running reading groups and teaching arts and handicrafts. Also, some sports facilities are available and football matches are on the menu for those who are interested. In collaboration with the Technical -Professional Organization, many artistic workshops on sewing, leatherwork, embroidery, and artificial flower are held for women in the library. Also,



the library hosts a reading club for young women who have a strong social profile as they indulge in such activities as running food festivals and a special festival for Ashe-Resteh, the traditional Persian noodle soup.

Hajiabad Village Library

Hajiabad village is located six kilometers away from the city of Birjand, the center of Southern Khorasan Province. The library was established in 2006. It had 467 members with 200 volumes of books, many educational videos, and educational and entertaining CDs when it was in full operation.

Due to the establishment of an official library in the region, the library of the Cultural Development Center was moved from Hajiabad to Afriz village in 2016.

Kalanganeh Village Library

Kalanganeh village is located 4 kilometers away from Doroud City in Lorestan Province of Iran. The village was 100% affected by the 2006 Borujerd earthquake. About 150 families settle in this village who mainly live on agriculture and cattle breeding. The village has one primary school for both boys and girls, and the secondary students have to travel to the village of Chalan Cholan for school. The library of this village started working in September 2007. The library has 5,500 volumes of books and 825 members, as well as many electronic and audio, and video materials. The library has performed various workshops including painting and handicrafts, teaching religious books, consultation with mothers, reading clubs, Shahnameh reading circles as well as

theatrical performances.

Besides children and adolescents, it is the mothers and resident teachers who also generally use library resources and services. There are active mothers' reading groups and vocational workshops for women are often held. Kilim-weaving,¹ carpet-weaving, painting, and knitting are among the permanent activities of the library.

The environmental group of the library is very active at the local level, so are the Shahnameh reading groups, a social practice so much performed in many villages across Iran.

In addition to participating in vocational training workshops, the female members of the library are active in the organization of local economic activities and cooperatives. The library holds occasional food festivals with local foods, cakes, and different dishes.

Afriz Village Library

Afriz village is located fifty kilometers from Ghaen City in South Khorasan Province of Iran. The library of this village started in September 2007 with about 1000 volumes of books. The library performs such activities as storytelling, reading, and computer training for its members.

The library currently has 386 members, offering 4,000 volumes of books, and many educational and entertainment materials.

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Abadan Village Library

Abadan is the name of a large city on the southwestern border of Iran with Iraq, it is also the name of a village in the southwestern province of Sistan and Baluchestan, 15 kilometers away from the city of Iranshahr. The village has a population of more than

1. A kilim is a flat tapestry-woven carpet or rug traditionally produced in countries of the former Persian Empire, including Iran, Azerbaijan, the Balkans, and the Turkic countries of Central Asia.



2,000 people, with 700 students who travel to Abadan from seven neighboring villages. Most of the people of the village are farmers. Most of the women are busy doing embroidery and needlework; there are also active farming greenhouses in the village.

Abadan village library was launched in June 2008. The library initially had 1,500 volumes of books for its 60 members. The Abadan Library currently has 4,000 volumes of books and other educational and entertaining materials for its 520 members. The library hosts many activities such as storytelling, creative drama, environment, health, and artificial flowers.

Babariz village library

Babariz village is near the city of Sanandaj in Kurdistan province with a population of about 350 families. Agriculture is the main occupation of the people. There is one elementary school, two middle schools, and a high school in this village. Middle schools and high schools for girls are boarding schools, providing accommodation and meals for the students during term time. Students travel to Babariz for school from twenty neighboring villages.

Babariz village library has started working in the summer of 2009 and the library currently hosts about 8,500 volumes of books

and a variety of educational materials, offering services to its 477 members. The library also hosts training courses for other rural librarians and many workshops organized by CCDC are run at the spaces provided by the library. There social and cultural activities performed by this library are numerous, including sewing, knitting, workshops on such ideas and skills as peace building, friendship, prevention of malnutrition (for children and adolescents), reading promotion, tourist-pilgrimage travel groups, educational classes, the commemoration of historical and cultural events, etc.

Ejbarkola Village Library

Ejbarkola village is around the city of Amol City in Māzandarān Province. There are three rural kindergartens, two preschool centers, two primary schools, two middle schools, and one high school. The library in this village was opened in July 2011 in close collaboration with local authorities.

The library started with about 1,200 volumes of books and now has about 4,000 volumes of books, offering services to its 420 members.

Ejbarkola that was a village when the library was launched is now officially registered as a city because of its developed infrastructure and a larger population.



Asoo Village Library

Asoo Village Library was established back in 2016. Asoo is a village near the city of Birjand, Southern Khorasan Province. About 700 people live in Asoo, and the library hosts 2000 volumes of books, offering services to its 120 members. Some of the most important activities performed in this library include reading workshops, introducing

books, group discussions on special topics, researching a variety of subjects such as local culture and art, documenting proverbs.

Chaykandi Village Library

Chaykandi is the name of a village near the city of Varzaqan in the East Azarbaijan province of Iran. The library of this village was set up after the Varzeqan earthquake and the social activities of the Center in that area. Chaykandi Village Library is one of the few libraries in the entire region built by CCDC. The library has more than 1800 books offering services to its 150 members.

This library has all the facilities of conventional libraries including a TV room, gaming room, and study room. Children attend the library according to a schedule to watch films and use the play equipment. Reading does not require arrangements and everybody can visit and use library resources as they wish. The library usually performs special programs on historical and cultural occasions.

Group reading, collaboration with other cultural organizations, and participation in social projects for children are among the activities executed in this library.

Makhonik village library

Makhonik is a village in Southern Khorasan Province. This village is close to the Afghanistan border and suffers some social problems. Due to Makhonik's closed society, girls and even boys have difficulties continuing their studies. However, despite these problems, the Cultural Development Center managed to set up the Makhonik village library in a classroom

at the request of the village school principal. Planning to use the library services is also given to school officials. Every day, it is the turn of the students of one class to use the library resources and services.

Chah Shahid Abdollahi Nomadic Library

Chah Shahid Abdollahi library is located in the Sarbisheh region in South Khorasan Province. This library was established in 2017 and so far, has more than 2500 volumes of books offering service to its 130 members. In the nomadic village of Chah Shahid Abdollahi, through the financial support of the Center for Cultural Development of Children, several new rooms in Chah Shahid Abdollahi School were built. This was done to move the movable container library to a fixed building. The library has two entrances one from inside the school for the students and the other from the village for residents. There is a special room within the library equipped with sewing machines for producing clothes, dedicated to empowering the



women of the village. These same women sewed the school uniforms of all the students of the village by themselves. During the Covid-19 outbreak, women in the library sewed sanitary masks for children. Also, the kilim weaving framework is set up and kilim weaving training classes are available for volunteer women to use. The “Learning Requires Breakfast” project was first implemented in this library.

Ghoshal Village Library

Ghosheh village is located 35 km from Damghan City in Semnān Province; it is the smallest library CCDC has set up, which is known as the “tiny” library. The library currently has about 40 members. Ghosheh Library was launched in March 2018. This library has various social and cultural activities. Making crafts is one of the library’s summer and leisure programs, that has proved to be useful to enhance children’s handicrafts. Making dolls and getting acquainted with traditional handicrafts are among the other activities of the library. Also, group reading and mothers’ reading sessions are provided in this library.

Nooshabad City Library

Nooshabad is a historical city near Kashan, Isfahan. The library of the Center for Cultural Development of Children in this city was launched in May 2019. The library now has more than 1,000 books that provide services to 150 members. In this library, very much like other libraries, various social, cultural, and economic activities are running. These include various

educational workshops for children and adolescents, and also special sessions for adults and especially women. Regular counseling sessions with the invitation of a psychologist and various educational classes are always part of the library's regular programs. Photography, calligraphy, mathematics, Quran and religious subjects, games, and entertainment, reading aloud and painting, watching movies, and philosophy for children are among the other workshop are running for both children and mothers as educational and cultural programs.

Sokout Literary Festival is the name of a special program planned and conducted since 2019 in memory of a late local teacher, Mr. Sokout.

The members of the library have also launched many activities in cyberspace through the Telegram channel and Instagram page of the library.

Mohammad Shaqati Village Library

The new library of Mohammad Shaghghi village is located 35 kilometers from Shush city in Khuzestan Province. This city has the highest number of surrounding villages in the country. The dispersion of villages in this city is high. Shush city and surrounding villages were severely damaged after the spring flood of 2019.

The Center for Cultural Development, as it operates in the affected areas after natural disasters, in cooperation with such local individuals and organizations as mosques, cultural institutions, teachers, librarians, and national charities, started providing philanthropic assistance in the region.

After urgent medical aid and hygiene items, packages of books, educational materials, and toys were sent for

the children of the area. After six months of continuous activity and getting acquainted with the needs of the people, the executive director concluded that a library should be set up in the region. Therefore, three members of the board of directors of CCDC on November 3, 2019, traveled to Shush to establish a library. They met and held talks about the library with local officials. Then, the village of Mohammad Shaghati, which is about 40 kilometers away from the city of Shush, was selected for setting up the library.

Necessary items including a TV, DVD players, one refrigerator, carpet sets, table, and chairs as well as shelves for the library are purchased and the library is going to be launched soon.

Mobile Libraries

The “Book in Circulation” project has recently started in the rural libraries of the Center for Cultural Development of Children. This project is currently being implemented in 13 remote villages on the border of the Doroh district of Sarbisheh City in South Khorasan Province.

The books are circulating from the nomadic library of Chah Shahid Abdollahi. Thirteen uniform packages containing 30 books are dispatched to surrounding villages. These books are provided to the school principal each week along with “Learning Requires Breakfast” packages of food.

The children read the books, and two weeks later the same bags return to the villages with new books. To encourage children to read and write, they are asked to write about the book they have read; also, they are asked if they want to write a story or research and write something about their village culture and local customs. To facilitate this activity, the Center for Cultural Development of Children, in cooperation with the province’s education department, provided supports to buy a van.

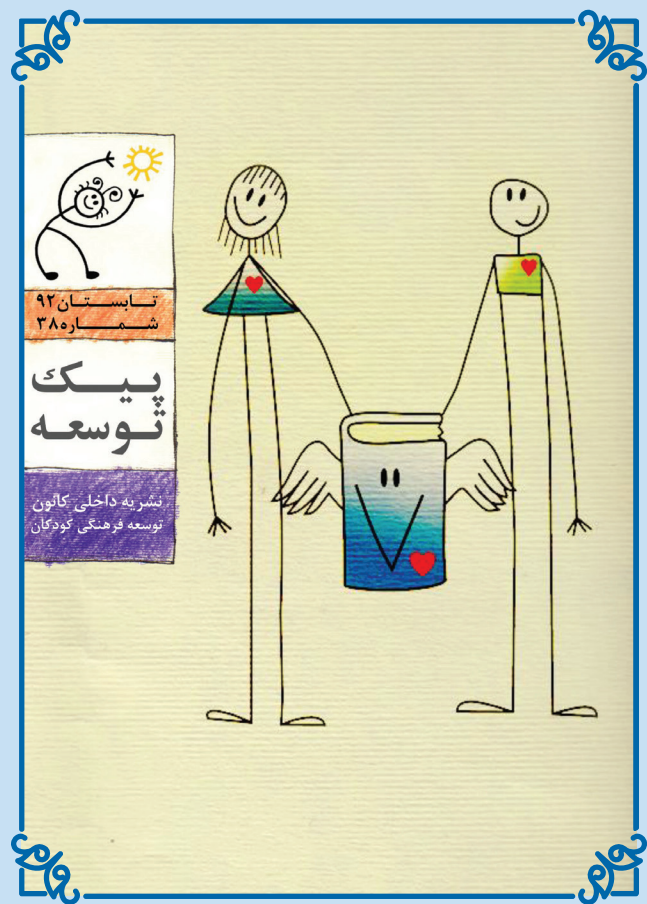
Mr. Hossein Ansari, educational and training leader of the Doroh region and a partner of the Center for Cultural Development of Children, says about the “Quality Library of Book in Circulation” project: “In this project, books sent by

CCDC will be distributed among nomadic schools. Students at these schools are covered by the “Learning Requires Breakfast” program, and books go to schools together with nourishment.

Publications of the Cultural Development Center for Children

The CCDC publishing group started in the very first year of the Center’s work to inform and document the activities of this organization.

The publishing group began its work by “Development Courier” a quarterly that served as the internal newsletter of the Center for Cultural Development of Children. Preparation and production of educational booklets related to workshops in rural libraries and publication of brochures and booklets to introduce the activities of the Center is a program of this group that is ongoing and they continue to documents the activities.



With the beginning of training workshops for librarians in rural libraries, an educational publication called “Librarian Courier” was included in the program of the publishing group to complement and follow the training provided in the workshops.

“Librarian Courier” is a monthly magazine that can be useful for all librarians, so it is available for free download on the Kanoon website. The old and new issues of “Development Courier” can also be downloaded from the Center’s website at www.ccdcir.com.

Also, the “Special Issue of the 10th Anniversary of the Center for Cultural Development of Children” is available for download on the Center’s website. This issue is prepared in two sections: performance report and memoirs. This special issue has been prepared on the occasion of the tenth anniversary of the establishment of the Center and provides brief but convenient information about the activities of this organization.

One of the activities of the publishing group is to prepare appropriate educational booklets. According to the requirements of every school for holding the workshop, a booklet is prepared and published for the participants. The titles prepared as educational booklets include:

- A. Treatment of children and adolescents, by Monir Pouraslani (Monir Homayouni). In this booklet, points are made about a positive and appropriate model for discussing child and adolescent behavior as well as issues about understanding and friendship. The work emphasizes the importance of parents especially mothers, to allocate enough time to spend time with children.
- B. Development, written by Dr. Narges Taleghani: In this work, the development is defined and then the different stages of physical, mental, and social development are described. The various changes and permanent and gradual changes that occur from childhood to adulthood and their stages are defined in this booklet.
- C. The role of parents in children’s reading habits collected and translated by Farmehr Manjezi.
- D. Why we read books and approaches to reading by Farmehr Manjezi:

Reading is the main cornerstone of a child's social life. By reading a book and talking about it, the child gains experiences. She learns how to hear, how to speak, how to express herself, how to respect other opinions, and how to write.

- E. Peace, compiled by Monir Pouraslani (Monir Homayouni): This booklet is for those educators who want to teach children the concepts of peace. The booklet consists of two parts: The basics of a culture of peace for teaching children and with our children.
- F. How to prepare a library newsletter, compiled by Farmehr Manjezi: Library newsletter is one of the essentials of the library. One of the first workshops held in any library is about how to prepare a special newsletter for the library. In this booklet, different stages of work and different sections of an internal newsletter are described.
- G. Group reading and audience studies by Farmehr Manjezi: In this booklet, librarians are introduced to the characteristics of different age groups and the types of books that are suitable for each age group.
- H. Biography Writing by Farmehr Manjezi: One of the writing activities of children and adolescents in the library is biography writing. Through this way, they both get acquainted with the life of the great people and practice writing the biography of a favorite one as an exercise.
- I. Let's write a letter by Farmehr Manjezi.
- J. The role of parents in children's reading by Farmehr Manjezi.

Training Workshops

CCDC holds workshops on various topics for different audiences. These trainings are mainly for empowering people and promoting participatory work in civil society as well as acquiring the necessary skills to implement the specific activities of the Center and other organizations for volunteer members. These workshops include a variety of subjects including participatory education, participatory management, the role of volunteers in organizational growth, strategic planning, facilitation in rural areas, facilitation in participatory education, promotion of children's social skills, popular culture and folklore documentation methods as well as mentioned several workshops on professional librarianship and local library services. Volunteer members of the center conduct some of the training that is aiming at the empowerment of local communities; these have resulted in significant cultural and social growth in the villages.

The educational programs designed by Cultural Development Center are mainly for children and adolescents in villages and deprived areas and include non-formal educations and training aimed at developing social, artistic, and cultural skills of these children and to support the right of these children to access information and quality education. All these workshops are conducted in the space provided by rural libraries. Among the workshops that have been conducted for this group of audiences so far and have become ongoing programs and training include promoting a culture of peace, social skills, introduction to popular culture, documentation of indigenous folklore, introduction to environmental issues, knowledge of the local environment and collection of information related to it and practical environmental activities such as waste recycling methods, drip irrigation in low water areas and annual tree planting celebration; public health education and women's health issues, children's rights, how to use reference books and library resources, promotion of reading along with the development of artistic skills and creative performances.

These workshops are initially conducted by volunteer members of the Development Center in collaboration with independent experts or from other organizations. To continue and follow-up on the workshops for a later stage, the librarians of the rural libraries are specially trained and equipped for arrangements and organization of new workshops.

Teacher training programs in villages and deprived areas to empower them in the field of

quality teaching using rich resources, development of the relationship between library and school, development of the relationship between home and school, and development of their knowledge and skills in participatory education and student-based and problem-solving methods are presented in two ways:

1. Sessions for introducing the libraries of the Center for Cultural Development of Children, its resources, applications, and services for schools. These meetings are organized by the members of the Cultural Development Center.
2. Retraining workshops on new student-centered participatory methods run by teacher training instructors and textbook authors who volunteer to assist the Center.

Training of Rural Librarians

The training of rural librarians is a major and important part of the education and research task group of the Center for Cultural Development of Children. The training aim at empowering rural librarians in library management affairs and provision of library services with the desired quality and according to the special requirements of rural libraries and rural community culture. The librarians also need to know how to manage and develop the educational affairs of the members. These trainings are offered in several ways:

Training for Librarians

1. Collective training courses for librarians, which are held in cooperation with affiliated organizations, independent specialists, and members of the Center. So far, five training courses, each in six days for about thirty people have been held. Topics taught in these courses include librarianship and library services, child development, familiarity with children's literature, ancient literature, folk

literature, folklore documentation, creative art education, creative drama, time management, creativity, reporting, and preparation of newsletters, as well as computer applications.

2. The other method of training rural librarians is correspondence training, which is provided to librarians in the form of books, pamphlets, and the monthly “Librarian Courier” to reinforce what they have learned and to provide advice for planning and implementing library activities.
3. The third method is the individual training of librarians at the library, along with reviewing their work, which takes place during the annual visits of the members of the Development Center to the villages.

Rural adults, especially rural women, who attend the Center’s training sessions are far more than men in number; they form an important group of the Center’s audience. Workshops that are routinely performed for this group include parenting and nonviolent family relations, public health, sex, pregnancy and childbirth, knowledge and protection of the environment, and children’s rights issues.

Workshops for Women

The clients of the Correction and Rehabilitation Center have benefited from the formal and informal training of the volunteer group of the Center since

its early days of establishment. The training programs implemented by the volunteers of the Development Center in the Correctional Center include teaching formal courses to prevent them from losing formal school education opportunities, and also informal training such as children’s rights and workshops for social and technical skills



development, life skills, introduction to basics of the law, personal and family hygiene issues, environmental issues, and workshops for pottery and local arts and crafts, music, painting and handicraft.

Educational Assistance Plan

The educational assistance project started in CCDC in 2001. This project aims to create educational facilities in the villages for all children, both boys, and girls, from primary school to university levels. To achieve this goal, through the special collaboration of educators, scholarships to the children of large and low-income families are started.

This plan consists of three parts: 1. Payment of tuition fees; 2. Equipping student dormitories; and 3. Equipping technical and vocational schools.

1. Payment of Tuition Fees

For this part, school principals introduce students of middle schools and technical-vocational centers to CCDC for support. Those who run the project are called “assistance educators,” they pay a certain amount annually to support one or more students. The money is spent on some tuition fees such as books and stationery, transportation from the village of residence to the village where the students live, clothes and shoes, and educational resources.

2. Equipping the Student Dormitory

In the 2002-2003- educational year, part of the large space of the library of CCDC in Khung village was dedicated to a girls’ dormitory. The girls’ dormitory led to the establishment of the high school because the female students came from the surrounding villages and had to stay all weekdays in the village where they were



studying. If they could not find a convenient place to stay, their families would not agree to continue their education.

The dormitory was equipped with essentials such as mattresses, blankets, pillows, sheets, carpets, heaters, refrigerators, kitchen utensils, wardrobes, curtains, TV sets through the help and sponsors of the Center. Students enrolled in the newly launched girls' high school. Similar assistance was provided to the boys' dormitory.

3. Equipping Technical and Vocational Schools:

The Center for Cultural Development of Children in the villages where it has established a library, in cooperation with the Technical-Vocational Organization of the cities and the Department of Education, has set up technical-vocational courses and equipped convenient workshop spaces at schools.

This project aims to train local skilled manpower and prevent the migration of rural youth to cities and avoid the problems caused by migration.

Learning Requires Breakfast Project

The children in the villages where the libraries of the Center for Cultural Development of Children are active require to have a joyful and prepared spirit to learn. Therefore, the Center has implemented the

“Learning Requires Breakfast” project in some villages since 2017. Since that year, through open donations of the people, about 320 children in different villages of Iran have been provided nutritious breakfasts every morning before the formal school schedule.



Developing Primary School Laboratories

Assistance in teaching natural and mathematical sciences in rural primary schools through practical, creative, participatory, and problem-solving approaches is an objective goal of this project through the provision of laboratory types of equipment and offering required educational courses for teachers and principals in the villages.

Primary school laboratories do not require large spaces and heavy types of equipment; they can run with simple and accessible pieces of equipment, therefore, equipping school laboratories with the assistance of several textbook specialists was included in the work plan of the Center for Cultural Development of Children.



To implement the plan, experts trained school teachers on how to properly use laboratory equipment and set up a laboratory with simple equipment.

In this project, the main center and focus are on the children themselves, and the teachers

leave the children free to acquire necessary experiences by doing the experiments themselves.

Teacher training was carried out in South Khorasan Province in several stages, followed by the equipping of rural primary schools.

Development of Technical-Professional Workshops

Intending to create employment in rural areas to tackle problems such as unemployment and reduce other social problems through training of young people, the Development Center implemented a plan to set up technical-vocational training workshops in cooperation with formal education departments in each region. Such projects as the establishment of a high school for boys with such fields as water and gas supply, equipping the workshops of these schools, provision of educational infrastructure for welding and equipping the workshops for this, constructing a building for these fields, setting up a computer course for girls, launching a laboratory for repairing TV and electronic devices, offering industrial electronics courses for girls in Sanandaj are among the activities of the Center for encouraging the vocational training of rural adolescents.



Establishment of a high school for boys' knowledge and the fields of water supply and gas supply and equipping the workshops of these schools. Creating a welding field and equipping its workshop, constructing a building for these fields, launching a computer field for girls, setting up specialized fields for repairing TVs and electronic devices, and an industrial electronics field for girls in Sanandaj are among the activities of the center. In the field of encouraging vocational training of rural adolescents.

Activity in Tehran Correction and Rehabilitation Center

From the beginning of the establishment of the Center, our staffs were collaborating with the Correction and Rehabilitation Center of Boys and Girls by carrying out the following activities:

- Informal education by holding courses on life skills, children's rights, personal hygiene, environmental issues, introduction to law, peace, and non-violence, and artistic creativities including pottery, music, etc.
- Donations through direct financial help and provision of ordinary and educational materials such as clothing, stationery, textbooks, etc.
- Library activities including the development of book storage, reading promoting, story writing workshops, review and criticism of published works, etc.
- Offering social assistance to those who are set free through finding jobs, creation of employment opportunities, provision of psychological, social, and legal counseling for the families.

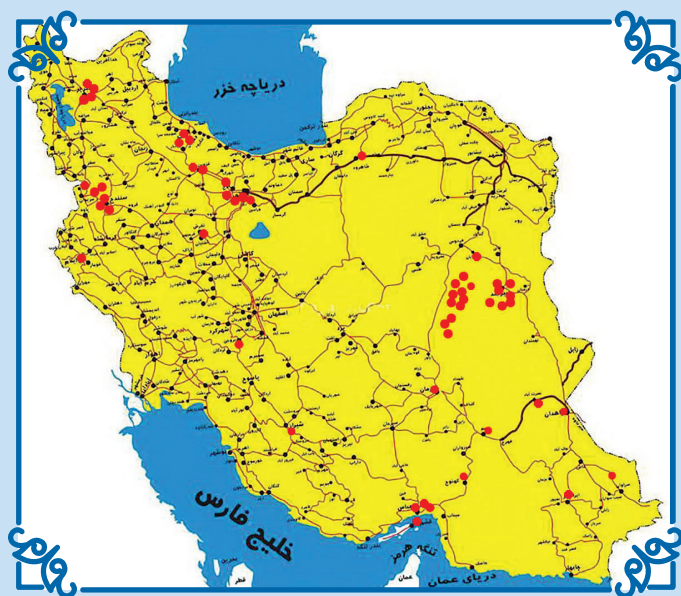
Provision of Assistance to Public Libraries and Educational Centers

Donating books and helping to equip and strengthen public libraries and schools in deprived villages and areas are among the other activities of

the Center for Cultural Development of Children. The following is a list of libraries that have benefited from these assistances:

- Public Library of Koohsar Village Cultural Center, Karaj
- Center of Aftab House in Semirom
- Five provisional schools in the earthquake-stricken area of Varzeqan
- The home library Mr. Hassan Asl in Tabriz
- Library in Jineh a village near Mahabad
- Library of the Correction and Rehabilitation Center
- Library of the Center for Protection of Working Children's
- Library of Afghan Autonomous Schools in Firuzabad, and Qasemabad, at the outskirts of Varamin.
- Library of the Center for Working and Street Children
- Koosha Exceptional Education Complex in Aliabad, Rey City
- Behlgard Camp Library near Birjand
- Library of Birjand Correction and Rehabilitation Center
- Library of Abdul Ali Birjandi Schools in Birjand
- Al-Ghadir Public Library, Birjand
- Library of Afriz village educational complex, Birjand
- Umm Al-Banin Primary School, Durakhsh village, Birjand
- Birjand Faculty of Arts
- Library of Prophet the Great School, in Birjand
- Libraries of Imam Khomeini Relief Committee, Birjand
- Gholam Hossein Khataei Primary School Library, Birjand
- Imam Khomeini Public Library, Sarayan City
- Hajiabad, Zirkuh, and Tighdar school libraries, South Khorasan
- Shahid Dehghan School, Hashemieh Town
- Five school libraries in Zirkuh, Ghaenat, South Khorasan

- Aghajari Public Library
- Gol Narges High School Library, Taroud village
- Libraries of six schools, Irandegan town
- Anonymous addicts camp in Daman village
- Zahedan City Council Library
- Mostafa Khomeini Primary School Library, Chah Zard village, Nusratabad City
- Kharameh village public library
- Ansar Al-Mahdi Public Library, Sharifieh
- Imam Reza Library, Sanandaj
- Cherando Library
- Khairabad village library, Bam
- Fatemeha Library, Kahnooj village
- Provision of books and assistance for equipment and running workshops in Chaykhansar Library, affiliated to Madar Socio-Cultural Development Center
- Library of the Correction and Rehabilitation Center, Rasht
- Ziabar Village Library
- Haj Nazer Sample Middle School, Tafresh
- Gavbandi village public library
- Library of Bandar Abbas Exceptional Children School
- Library of Light and Mercy in Bandar Abbas
- Library in Haft Rango village, Tabl village, Qeshm Island



The libraries developed by the collaboration of the Center

Cooperation with Other Organizations

From the beginning of its activity, CCDC following the idea that wider participation in work will find better results, aimed to provide more facilities to rural children and adolescents and invited all partner organizations to share their experiences, and endeavored to enrich the services provided to the villages. Some of the activities of the Center in this field include:

- Inviting experts from other organizations to run training workshops in rural libraries;
- Participating in holding seminars and exhibitions related to children and adolescents, including International Children's Day, International Children's and Media Day, National Book and Reading Week, etc.
- Running various workshops for children in villages, deprived areas, and suburbs of larger cities, with the cooperation of non-governmental and governmental organizations.
- Cooperation with the National Authority on Children's Rights¹
- Participation in training workshops of governmental and non-governmental organizations that are active on children's affairs
- Participation in the implementation of cultural projects of international organizations related to children and adolescents in Iran.
- Cooperation with the neighboring countries of the region to develop and recognize the culture and understanding of friendship through children and adolescent literature
- Participation in regional workshops, including Tajikistan, Turkey, and Georgia
- Implementation of projects with the cooperation of the regional countries

1. The Islamic Republic of Iran accepted the Convention on the Rights of the Child in 1993 with the approval of the Parliament. In January 2009, with the approval of the government, the Ministry of Justice was designated as the national authority of the Convention on the Rights of the Child and started the required procedures. This authority, like other national children's rights organizations in the world, has tasks such as developing plans and programs to promote the rights of the child and promoting respect for children's personality by providing advisory opinions on regulations, procedures, and programs related to children's rights.

Education and Research Department

The main goal of CCDC is to create and promote cultural development in rural and deprived areas of the country. Cultural development requires growth in all aspects of culture, and there is no doubt, achieving this goal will not be possible except through continuous education and research in various fields and for different audiences. For this reason, since the very first days of the establishment of the Center, training programs have been started for the volunteer members of the Center and different stakeholders with different topics and goals.

The main purpose of training in CCDC is to empower its members and stakeholders. The educational attitude in the Center emphasizes research-oriented educational activities and avoiding the influence of personal tastes in the educational processes. Volunteers and staff of the Center try to avoid relying on knowledge that is solely based on student memorizations and consider all aspects of children's development as important. With such an approach, the research department of the center was formed so that based on the research findings, the unknown could be reached, planning is made and better and more confident decisions could be made and members could use their skills in the process of research activities.

Education in the Center for the Cultural Development of Children is informal education and its content is the knowledge, attitude, and skills that are necessary for



life in the contemporary world. This content, especially in the case of children, although in some cases it is used to complement and reinforce formal education, is independent and is provided informally.

According to the main objectives of the Center, the main audience of the educational programs of CCDC include:

A) Children and adolescents

1. In rural and deprived areas
2. In urban areas, clients of Correction and Rehabilitation Centers

B) Adults

3. In rural and deprived areas, including teachers, librarians, and other villagers
4. In urban areas, including volunteer members of the association and other non-governmental organizations

Cultural and Artistic activities

Working with children requires recognizing their imagination and latent talents. Art is a tool that responds to this need and through the artistic activities, the child's mind is ready to receive more complex contents.

The Art Group of the Center for Cultural Development of Children was established from the very beginning with the aim of carrying out artistic activities in libraries and performing artistic affairs related to publications and advertisements.

This group has participated in most of the activities. Its members accompany librarians on trips to the libraries; they took photos and videos and then submitted video reports in the format of albums and posters.

The other activities of the group include running painting, pottery, photographs, and sculptures exhibitions and selling the art materials for financial support of the libraries.

The art group works closely with the publishing group. The designs and layouts of publications, brochures, pamphlets, and books are often

done by the art group. During the trip to villages, one or more members of this group run handicraft or painting workshops or perform creative shows for children.

This group usually reviews handicraft and art books, and suitable films, and provides the necessary tools for teaching art. In special circumstances, such as natural catastrophes such as earthquakes and floods, the art group finds more spaces for activities. For example, after the Bam earthquake in 2003, members of the art group, along with other members of active groups in libraries, traveled to the earthquake zone, where they run such programs as music therapy, creative play, and puppet theater were performed in tents and barracks.

Other activities of the art group include holding workshops that aim to promote the ideals and messages of the Center. In these workshops, which are held on such occasions as International Children's Day, World Children's Book Day, Tehran International Book Fair, the group performed creative programs. These include holding painting and sculpture workshops and performing creative plays in the Central Book City¹, at the International Exhibition, in Child-Friendly Park², and Fadak Park in Tehran³.

In addition to library activities, the group organizes art exhibitions and markets to raise funds. Performing several music concerts has also been a regular activity to raise funds.

Achievements of the Art Group of the Center for Cultural Development of Children

- In all libraries, children engage in artistic activities such as theatrical performances, painting, handicrafts, and pottery. Their works

1. Book City is a non-profit organization that is run under the supervision of the Board of Trustees, it is the largest chain store of books in Iran and has several branches in Tehran.

2. The children-friendly park has been built based on the needs of children and with special attention to the issue of safety and standardization of playgrounds. Initially developed in Tehran, now there are several numbers of such parks in different cities of Iran.

3. Fadak Park is an important and famous park located in the eastern districts of Tehran, Iran.



are displayed in libraries. These activities have attracted more members to the library.

- Art education in rural areas, which is not possible in families and schools, has developed artistic skills and flourished talents.
- Part of the summer leisure time of the members is devoted to works of art.
- Over the past ten years, a large collection of photo albums, photo reports, and posters related to library activities are produced.
- Various advertising and information tools such as banners, billboards, posters, brochures, albums, and videos have been prepared.

Information Technology Group

Several young members of the Center for Cultural Development of Children, who sparsely maintained the website and taught information technologies in the villages, along with two older members, the form the Information Technology Group back in 2012. In a short time, this group has designed and launched the new website of the center and has held two training workshops for rural librarians.

The activities of the IT group are planned as follows:

1. Maintenance of the computer system of CCDC office;

2. Maintenance and development of CCDC website;
3. Teaching information technology and its applications in rural libraries to CCDC librarians through running workshops, publishing educational materials in the magazine “Librarian Courier” and provision of content for the educational blog;
4. Design, build, launch and maintain the educational weblog of the center’s librarians;
5. Repair, upgrade and maintain computer devices donated to CCDC for dispatching to rural libraries;
6. Supervise computer education for children and adolescents in rural libraries through coordination with rural librarians and local educators and provision of guidance;
7. Review of computer programs and games available in the market for preparation and delivery to villages.



Introducing CCDC Board of Directors

CCDC board members are all prominent activists and individuals in the field of culture and education. They include such personalities as Mrs. Nooshafarin Ansari, who is a professor of library and information sciences and a member of the board and secretary of the Children’s



Book Council.¹ She became an honorary member of the International Book Bureau for Young People at the 32nd Congress of the International Book Bureau for the Young Generation (IBBY) in 2010 and received a diploma of honor from the Board of Directors.

Farmehr Manjezi, another member of the CCDC board of directors, is also a prominent translator of children's books. She has joined the Encyclopedia of Children and Adolescents² since 1996 and is currently acting as an author and editor in the Anthropology Department of the Encyclopedia. Mrs. Monjezi has published forty-five translated books and edited more than seventy books in various fields. In addition to being a member of the CCDC board, she has been a member of the board of directors of the Children's Book Council for one term and has also served as a member of the board of directors of the Association of Writers for Children and Adolescents.

1. The Children's Book Council is an independent and non-governmental organization and the first organization in this field that was established in 1962 to promote children's literature in Iran.

2. The dictionary for children and adolescents was launched in 1979 at the suggestion of Turan Mirhadi. Articles in the Dictionary of Children and Adolescents are written and edited in 25 subject groups. Many authors provide their articles to the dictionary for free. After final editing and illustration, the articles will be provided to Farhangnameh Production and Publishing Company.

CCDC Achievements

After years of activity in the villages and the establishment of several libraries in villages across the country, we can list some of the impacts of these libraries, which are multi-purpose cultural centers and have originated real changes in the village as follows:

- Training of librarians;
- Educating librarians, teachers, parents and children and adolescents;
- Group activity practices;
- Introducing various library resources, including reference books;
- Village schools use of the library;
- Impacting on people's view of the environmental issues;
- Running training courses for village teachers
- Affecting quality of education and changing teachers' attitudes
- Establishing relations with educational centers and education departments of provinces and cities
- Establishing relations and cooperation with the Center for the Intellectual Development of Children and Young Adults and other active organizations in the affairs of children and women
- Providing accessories for the use of educational tools and teaching aids;
- Impacting on group activities such as forming sports groups

Reflection of Activities in the Media

- Report of the Young Journalists Club on the establishment of 27 libraries of the Center for Cultural Development of Children in the country: <https://www.yjc.ir/ooT7Mz>
- Iranian Book News Agency reports on the nomination of CCDC for the Asahi Book Promotion Award: <http://www.ibna.ir/vdcirqazvt1azp2.cbct.html>
- Report on the launch of the library of CCDC in Nooshabad: <https://www.yjc.ir/ooT7MZ>
- Interview of Monir Homayouni with ISNA News Agency, Monday, July 6,

- 2015: <https://www.isna.ir/news/94041508320/>
- Report of Ettela'at Newspaper on the activities of the CCDC in Rural Areas, June 4, 2017: <https://www.ettelaat.com/new/index.asp?fname=20175%2065%2065%02-C1950-15-.htm>
- Monir Homayouni's interview with the world children's internet radio, part seventy-one: <https://koodakandonya.org/radio/>
- Introducing the Center for Cultural Development of Children, Quarterly Journal of People's Culture, Winter 2005, No. 16, pp. 177-179.
- There is no shortcut, interview with Monir Homayouni, CCDD Director; Azma Monthly, no. 122 (June 2017), p. 52.
- Center for Cultural Development of Children, Daneshgar Magazine, 77 (Spring and Summer 2015), p. 44.

Awards and Recognitions

- Honored at the Home Libraries Festival, 2002.
- Received a certificate of appreciation from the Chairman of the Central District Council of Birjand, 2004.
- Received a statue and a special award from the Science Promotion Association, 2007.
- Recognized in the exhibition of the capabilities of non-governmental organizations in Tehran, winter 2009.
- Honored at the 60th anniversary of the establishment of the Iranian Commission of UNESCO, 2008.
- Nominated in the first national festival of book promoters, 2014
- Awarded in Reading Nation Celebration, 2015.
- Received a certificate of appreciation from the Director-General of Public Libraries of Semnān Province, 2015.
 - Awarded in the 23rd National Book Week of the Islamic Republic

of Iran, 2015.

- Appreciated by the Secretary of the National Authority for the Convention on the Rights of the Child, 2016
- Honored in Women in Science Award, 2017
- Received the Science Promotion Award, the twentieth Science Promotion Award, 1398.
- Awarded in the sixth festival of reading promoters, 2019.
- Receive a certificate of appreciation from the Correction and Rehabilitation Center of Tehran.
- Received a certificate of appreciation from the World Children's Research Institute, 2008.
- Received a certificate of appreciation from the director of education of Ghaen City, 2011.

Contact

Contact number +98 (21)8882 7035

Email address: Info@ccdcir.com

Website: <https://www.ccdcir.com>

Instagram: <https://www.instagram.com/ccdcir80>

Telegram Channel: <https://t.me/ccdcir>