

THE INTERACTIVE LIBRARY

AN INNOVATIVE CONCEPT FOR
PERSONALIZED AND GROUP LEARNING
CHILDREN IN DANGEROUS CONDITIONS
(original concept)

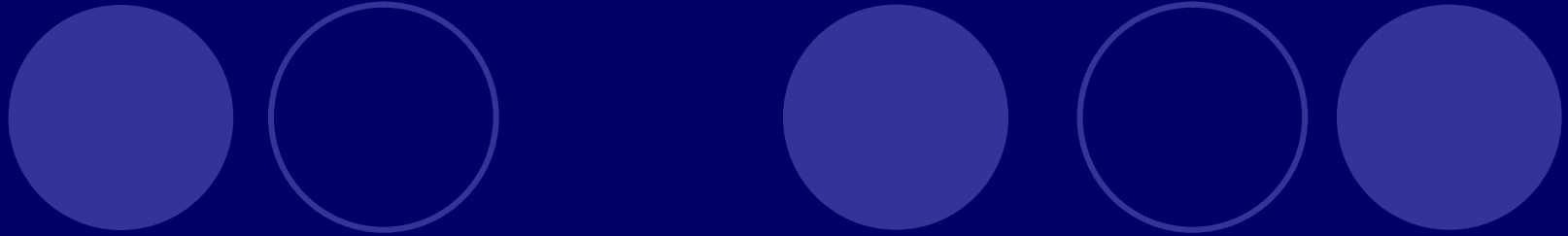
TARGETED CHILDREN:

- children in poverty
- children from broken families
- children in duress
- children in war conditions
- at risk or abused children
- children at risk of substance abuse
- migrant children

WHY?



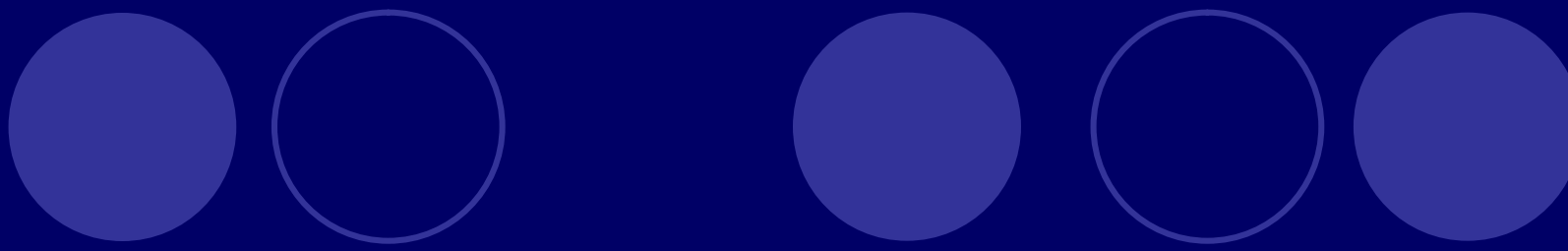
- Those children do not experience alternative learning environments that are interactive, safe, educationally sound and motivating towards self learning
- They do not experience resourceful, enabling, creative and humane adults that facilitate children's learning and expressions
- They do not experience resourceful environment where they can question, answer, make mistakes, experiment, grow and develop skills, knowledge and attitudes towards self awareness and self esteem.
- They do not experience their parents sharing in their children's discovery and their parental self discovery



these children are either, controlled, socially and mentally enslaved or neglected, and ciphured by the adults who are morally responsible for their protection and development as a result these children may display destructive and/or self-destructive symptoms, potentially dangerous if left untreated to the detriment of their societies.

WHAT ARE INTERACTIVE LIBRARIES?

- A MULTIPLE OF MODELS
- A unified concept of space and programs where children and adults become active learners and communicators
- A resource room -library that fosters non formal learning through multiple forms of art, language and media expressions
- An ecological space of psychological SAFETY for children and adults of verbal and written interaction with printed words, films, songs, photos, puppets, paint, games, music, and drama



Informal curricula and programming help children develop their self concepts, self awareness, practice responsibilities and duties, learn limits and boundaries, freely and creatively express their needs, rights, emotions and thoughts to reach self esteem.

HOW?



1. SET UP SPACE (spacious with minimalist furniture in an accessible safe building for children's movement and interaction)
2. FURBISH IT with books magazines, toys (table and cognitive games,) films, puppets art media...etc that are developmentally and culturally appropriate to the children's development.
3. ASSIGN DESIGNED SPACE for seating, movement and production of children's work

4. TRAINING EDUCATED ADULTS

(prof. and paraprof.)

to interact with children as non formal teachers.

These could be men and women who come under the following categories:

- mothers and/or fathers
- grandparents
- alternative models of teachers
- child caregivers
- musicians
- dramatists
- social workers
- librarians
- artists
- psychologists
- media specialists

5. SUBJECTS and COMPETENCIES for TRAINING

- methods of working with children
- clinical observation & assessment of children
- communication methods
- arts and/or multimedia expressions
- storytelling
- play
- computer usage
- problem solving processes
- training skills
- human, women and child rights
- moral and ethical development of children
- guidance and discipline
- project planning and implementation
- hobbies development
- non-formal education
- leadership training

6. THE PROCESS

set up a team (a combination of professional inter disciplines) to design, implement, assess and evaluate tasks in a cooperative system and exchange of roles

7. THE TEAM DESIGNS PROGRAMS of multiple tasks that MOTIVATES children to share in the planning, execution, implementation and evaluation of programs. Eg: “puppet show programs for the prevention of child abuse and neglect through the interaction with the arts (registered SALHOOF;JRF program)”

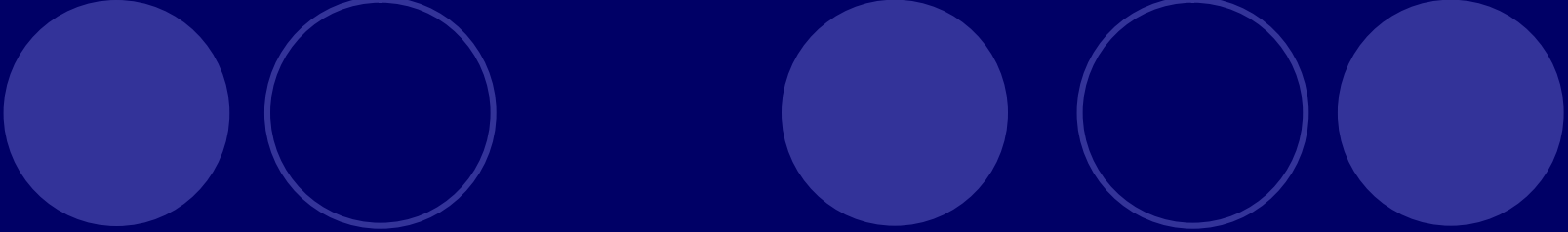
8. TESTING THE PROGRAMS experimentally with target sample population, assessing developmentally and culturally appropriate elements. REFLECTING SESSIONS.

9. DOCUMENTING PROGRAMS for variation of procedures, population and content matter (written and media)

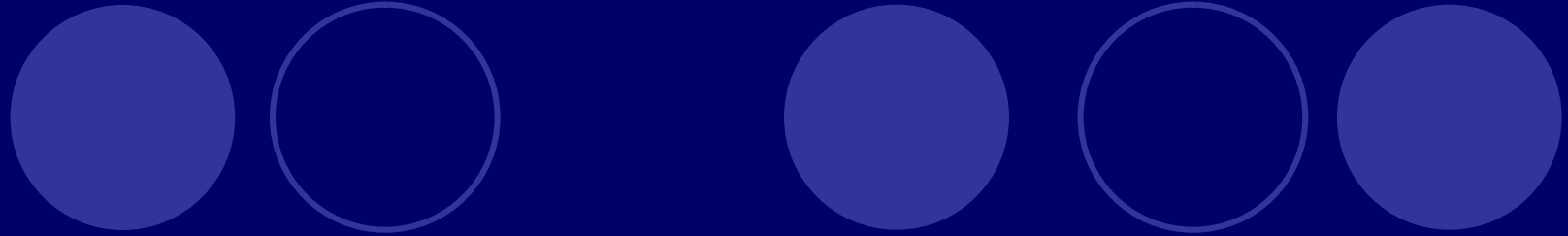
10. DISSEMINATING PROGRAMS create training modules. train trainers. design parent programs media coverage.

11. FOLLOW UP children development learning and growth in both school and home environments. Tests children's competency and skills in:

- communication
- problem solving
- multimedia expression
- leadership
- emotional and social growth development



the first model of interactive libraries has been established at the Queen Rania family and child training center-a Jordan river foundation center for the prevention of child abuse and neglect- Amman, Jordan



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