

SCHOOL LIBRARY GUIDELINES



USAID Soma Umenye

February 2020



USAID
INKUNGA Y'ABANYAMERIKA

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ACRONYMS & ABBREVIATIONS

SGACs	: School General Assembly Committees
SCL	: School Library Committees
IT	: Information Technology
ICT	: Information Communication and Technology
REB	: Rwanda Education Board
RALSA	: Rwanda Archiving and Library Services Authority
BLF	: Building Learning and Foundation
USAID	: United States of Agency for International Development
UR	: University of Rwanda
MINESPOC	: Ministry of Sports and Culture
MoE	: Ministry of Education
DoS	: Director of Studies
SEO	: Sector Education Officer
UNESCO	: United Nation Education Scientific Culture Organization
SLMT	: School Library Management Team
DDE	: District Director of Education

FOREWORD

Rwanda Education Board envisions a well-resourced school library that is well organized, managed and adequately utilized. Learners need information to educate themselves and develop their true potential, and for this to be realized, they need literacy skills and access to library resources. A school library should provide access to all available resources. Learning materials at learners' reading levels need to be provided, and learner-centered activities are carried out to ensure that all learners, regardless of gender or ability, are involved and succeed in reading. Librarians, teachers, head teacher and parents are responsible for encouraging and involving learners in reading for study and enjoyment purposes.

REB considers school libraries "functional" when library management and reading activities are running smoothly and effectively, school leadership is providing support for capacity building along with increased community engagement to implement literacy and reading activities.

Setting up a library can be a challenge. It can be hard work, so it is recommended that you work closely with all relevant stakeholders. In this way the school library will belong to everyone at the school and can be made to benefit many generations of students.

REB plans to work with stakeholders to support Head teachers, teachers, librarians, parents and local community members to establish, manage and sustain school and Classroom libraries.

REB expects school libraries to provide an important space for learners to enjoy books and to develop a habit of reading. The role of teachers and Head teachers is very important in getting the School and Classroom libraries ready for learners to use and in keeping it operating for many years.

Dr. Irénée NDAYAMBAJE

Director General, Rwanda Education Board

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GENERAL INTRODUCTION

1.1. Introduction

The Rwanda Education Board (REB) strives to ensure access to a range of high-quality learning and teaching resources for pre-primary, primary and secondary schools in Rwanda. This is believed to be an essential element for a successful education system for this country. Despite this goal, many schools libraries are not meeting this potential. Some schools strive to refurbish and develop their libraries to keep abreast of the rapid changes in the information environment and new technology, whereas other schools do not have any libraries that can meet the needs of the learners, teachers, and the community.

In the light of the above, the school libraries guidelines have been developed. The guidelines provide guidance on establishment, management and maintenance of a standard school library, minimum standard library and Classroom library. The guidelines also provide an evaluation framework which facilitates the monitoring and evaluation of the status of the school libraries, including those that are on standard, minimum standard and underdeveloped level in meeting the requirements set forward in these guidelines. These guidelines are intended to assist school administrators and their partners to develop inclusive school libraries. This document has easy to follow steps intended to help school administrators, school librarians, and other stakeholders to establish, manage and maintain school libraries that are not simply collections of books but also hubs for knowledge for learners, teachers, and members of community in Rwanda.

1.1.1. Key definitions

1.1.1.1. A School Library

A School Library is a space for resources, which is accessible to students, teachers, school leaders and community members for reference, borrowing or continuous professional development. It contains books, magazines, newspaper, manuscript, videos, audios, maps, posters, charts, flash cards, puzzles, digital content, data basics, manipulative materials and others. A School Library could be at standard level and minimum standard level.

1.1.1.2. A Classroom Library

A Classroom Library is a safe, comfortable place for learners, where they can read and enjoy books in their own Classroom that are age and grade appropriate for their level. It is comprised of a collection of textbooks and learning materials aligned with the curriculum that are kept in the Classroom bookshelves. The storage containers can be made from simple, local materials, depending on the resources of the school. The Classroom teacher is the one expected to be the manager of the books and the facilitator of the reading activities.

1.1.1.3. A Digital library

A digital library is an online collection of resources that are made accessible in coherent and sustainable manner. These electronic materials form an integral part of services of the school library and are accessible to all users including learners, teachers, and community members. The digital library is an additional source of materials the school library should encourage learners and communities to access online anytime and anywhere.

1.1.1.4. How to score your school library

These guidelines provides a school library ranking score matrix that will guide the school administration to assess the level of their school library in order to know what section of these guideline that will be appropriate for their school. School libraries will be scored based on three categories: standard, minimum and underdeveloped. Each school library will be scored against the standard criteria stated in these guidelines. These guidelines recommends the users to first use the school library ranking matrix score tool provided in the monitoring and evaluation section of these guideline in order to know the level of their school library. Please see section III , sub-section 2, page 82

1.2. The mission and vision of a school library

1.2.1. Mission Statement

The school library equips students with life-long learning skills and develops their imagination to enable them to become critical thinkers and effective users of information in all formats and media so as to live as responsible citizens.

1.2.2. Vision Statement

The library will promote active learning and independence in order to guide students to be responsible and ethical citizens who can search, access, evaluate information and manage print and digital resources as lifelong learners in the global and knowledge-based society.

1.2.3. The purpose of a school library

The purpose of school library is to:

- Provide a flexible space with a wide and inclusive range of resources to support teaching and learning;
- Empower them to be curious, critical, and creative thinkers, enthusiastic readers, skillful researchers, and ethical users of information and;
- Encourage them to gain new knowledge, skills and dispositions for learning and personal development that they will use throughout their lives.

1.3. Organization of the guidelines

These guidelines are organized in five key sections: Mission and Vision of a School Library, Standard School Library Guidelines, Minimum Standard Library Guidelines and Classroom Library guidelines. The first section states the mission and vision statement of school libraries in Rwanda and defines key types of school library targeted. The second section outlines high standard for infrastructure, equipment, programs and services that school libraries should have in order to serve their users to the expected level. Noting that the majority of Rwandan schools have not acquired standard requirements to set-up standard libraries, the third section outline minimum requirements schools can use to set-up the library that can serve the literacy and reading needs of learners and teachers while aiming to bring it up to a standard level. Fourth section explains guidelines that will enable schools to set-up the Classroom library as a way to bring reading and learning materials in their school library closer to learners in the Classroom. Last but not least, the fifth section explains the monitoring, evaluation and learning framework that will enable school administration and district and sector education officials to monitor and evaluate school library for future improvement.

SECTION II**THE STANDARD SCHOOL LIBRARY**

2.1. Introduction

The Rwanda Education Board (REB) strives to ensure access to a range of high-quality learning and teaching resources for all learners in Rwanda. Access to high-quality resources is an essential element for a successful education system throughout the country. Despite this goal, many schools still have libraries that are not meeting their potential. Some schools strive to refurbish and develop their libraries to stay relevant with the rapid changes in new technology and the information environment, whereas other school libraries remain underdeveloped, and fail to meet the needs of the learners, teachers, and the community.

To address the gap, the School Library Guidelines will enable school libraries to effectively serve their population by helping them understand how to be well-resourced, accessible, properly staffed and is relevant for its intended users. These standard guidelines should serve as a framework for school administration and their partners to improve their school libraries in a systematic way. The following guidelines outline high standards for school libraries. This document has easy to follow steps intended to help school administrators, school librarians and other stakeholders to obtain a school library that is not simply a collection of books but also a hub of knowledge for learners, teachers, and community members. No matter the type and financial status of the school, urban-based and rural-based schools in Rwanda, the framework provided in this document will help to guide all libraries in improving the use and access of resources for their users.

This document covers foundational aspects establishing and maintaining a successful school library, which includes but is not limited to school library management, school library programs and services, school library physical infrastructure, monitoring, learning and evaluation.

2.2. School Library Management

2.2.1 Introduction

The School Library Management Team (SLMT) is key for the realization of the library adhering to the mission and vision statements of the school. It is the responsibility of the school to put in place a School Library Management Team. The School General Assembly Committees (SGACs) will put in place the School Library Committee and define its mandate, scope of work, roles and responsibilities. The SLMT in partnership with SGACs will ensure that there is a qualified school librarian and other support staff in place. In addition to this, they should also define the rules and responsibilities of the

school librarian and the support staff. Based on the readiness of the school library, the Head Teachers should make a request for a qualified school librarian from REB. Additionally, REB should be able to plan and deliver continuous capacity building for library staff. For community volunteers, REB should be able to plan and deliver short courses online and face to face in library management. In collaboration with the School Library Management Team, teachers and the School Library Committee should put in place rules and regulations for effectively managing the school library.

2.2.2. School Library Committee

2.2.2.1. What is a School Library Committee?

The School Library Committee (SLC) is a small decision-making group chosen from the school administration, teachers, students and community members.

2.2.2.2. Steps for School Leaders to Form the SLC

1. School leaders in partnership with the SGACs should decide the number of members to be involved. It is recommended that the Head Teacher/Director of Studies be the president and the school librarian be the secretary of the SLC.
2. The vice president of the SLC will be the president of the SGACs.

School Library Committee Membership

No	Responsibility	Designation
1	President	Head Teacher/Director of Studies
2	Vice-President	President of SGACs
3	Secretary	School Librarian
4	Member	Teacher from Nursery
5	Member	Teacher from Primary
6	Member	Teacher from Secondary
7	Member	Head of Students from Primary
8	Member	Head of Students from Secondary
9	Member	Community Member

The School Library Committee member is to decide the frequency of meetings (e.g. monthly, by term, yearly). It is recommend the SLC meets *at least* once a term.

2.2.2.3 The roles of school library committee

- To represent the interest of the library and its users
- To deliberate and advise on the direction and development of policies for school library
- To come up with strategies that are useful, appropriate, and feasible for the improvement of the school library to the standards outlined in these guidelines
- To advise the school leaders on library programs, services, and resources

- To mobilize funds for the school library
- To make timely and informed decisions based on the requests from the school librarian with regard to the development of the school library
- To consider the interest of the local community, school, and the local government
- To evaluate the implementation of school library plans against the school library strategic plan to ensure growth
- To support the school library in its implementation of school library programs and services within the school, Classrooms, and the community
- To enforce the implementation of the School Library Recovery Framework

2.2.3 School Library Human Resources

An effective library will utilize diverse personnel to meet the needs of its user population. Such personnel include a qualified school librarian and support staff.

2.2.3.1 School librarian

The school is expected to have one qualified school librarian. To be a qualified, the school librarian is expected to have a certificate, diploma or degree in library studies.

The school librarian is responsible for:

1. Participates in SLC meetings
2. The daily management activities of the school library such as acquiring, organizing, managing, and distribution of library resources
3. Design and implement library programs including literacy, reading promotion, instructional support and library management
4. Library processes including collection development and usage, selection and acquisition, cataloging and Classification, shelving, circulation, and maintenance, repairing, and replacement.
5. Orienting learners, teachers, and community members in the management and use of the library resources
6. Daily monitoring and evaluation of school library programs, services, and activities in the school, Classroom, and community
7. Preparing quarterly reports for the school administration and SLC on the status of school library

2.2.3.2. Other School library Human Resources

a. The School Library Assistant

The school library assistant reports to the school librarian and supports him/her in the daily library activities. This position requires technical knowledge and library management skills. The school librarian is expected to give the school library assistant basic training on the management of the library. The school library assistant is responsible for the day-to-day administrative and technical aspects for the school library. Through this the school librarian will be able to provide instructional support to teachers and pursue other school library goals such as library programs, services, and activities.

b. Learner Assistants

These are learners who volunteer to assist in the school library during school library hours, break time, and after school, as decided by the SLC. They are also trained by the school librarian in carrying out basic duties in the school library. Basic duties include but are not limited to: cleaning, dusting, shelving, minor repairing, and some literacy and reading activities, availing o users' updated timetable on library use and managing the lending and returning processes of the school library.

2.2.4. School Library Policies and Rules

2.2.4.1. School Library Policies

1. The library must be **INCLUSIVE AND ACCESSIBLE**: School libraries are to ensure that materials in a variety of formats as well as facilities (infrastructure), including assistive technology, auxiliary devices and physical assistance are provided to persons with disabilities.
2. The school should be held accountable for the intellectual property rights of the school library materials
3. The school should ensure that the materials in the school library are in all official languages: Kinyarwanda, English, French, and Kiswahili.
4. The school library is expected to be a knowledge hub for the school, Classroom, and community.
5. The school library collections should target resources aligned with the Rwanda National curriculum.
6. The school library collection should make sure that old knowledge-based textbooks are shelved in the library and used for reference.
7. The school library is expected to promote the culture of reading and also to transition cultural heritage to the next generation.
8. The school library should play a key role in a knowledge-based society
9. The school library should reflect the ethos, mission, aims, and objectives as well as the reality of the school.

2.2.4.2. General School Library Rules

1. Working hours will be Monday to Friday, 7 am to 5 pm. Where applicable, the library will also be open during the weekends and before and after Classroom
2. A timetable will be set for each Classroom
3. No student will be allowed to access the library without a valid student ID card and/or a school uniform easily identified by the school librarian
4. Students should wash hands before entering the school library
5. Food and drink are not allowed in school library
6. Students should not disturb the arrangement of the library furniture
7. Visitors are not allowed in the library without permission from school authorities
8. There will be a normal lending period of at least one week and not longer than three weeks. It will be enforced for all users including learners, teachers, and community members
9. Reference books (dictionaries, encyclopedia, atlas, maps, etc.) will not leave the school library
10. There will be a standardized system determined by the SLC in place for collecting fines for overdue and damaged books. All users will be aware of the fines for damaged/lost books
11. Smoking, and use of tobacco products, electronic cigarettes and similar devices, is not permitted in the school library

Please note that the school librarian and the SLC are not limited to the above rules. They have the authority to establish and enforce additional rules that are contextually appropriate for their library. The school librarian is responsible ensuring library users are aware of the rules. It is critical to have visible posters that clearly state the library rules on display in the school library. It is recommended to post the school library rules on the door of the library. An example is included below:

1. No food or drink in the Classroom library
2. Keep the school library clean
3. Speak quietly when other students are reading
4. Mobile phones must be in silent mode to avoid disruption

Lending Periods for Various Categories of Users

Lending Items	Period		
	Students	Teachers	Parents
Types of books	Students	Teachers	Parents
Textbooks (have to be borrowed by teacher and distributed to learners and keep the record of learners who borrowed books) for primary	2 to 5 days	Term	Parents can borrow books for their children during holidays of term 1 and 2
Textbook for secondary (Both teachers and students are allowed to borrow books from the library)	Weekly	Term	N/A
Teacher's guide (a teacher borrows book for the whole year)	N/A	At end of school year (but when she/he change the job or leave the school she/ he has to return it to the librarian	N/A
Supplementary readers for lower primary (borrowed by teacher and distributed to learners and keep the record of learners who got books)	1 week	1 week	1 week
Supplementary readers for upper primary and secondary (learners borrow books for the own)	1 week	1 week	week

2.2.5. Funding & Budgeting

It is evident that most of elements presented in these guidelines are closely connected to funding and budgeting. Without sufficient funding schools will not be able to maintain a good librarian, other library staff, a relevant space, a good-quality collection, respond to different needs, have flexible scheduling, quality instruction or monitor the use of the library. School leaders should allocate at least 10% of the school budget to school library development activities and be as productive as possible to solicit for funds to implement the school library development plan.

2.3. Standard School Library Programs and Services

2.3.1. Introduction

The school library cannot be limited to simply a place. The school library should be considered a one-stop center for promoting information literacy and the culture of reading at the school, Classroom and community level. Information literacy is critically important for Rwanda as a nation because it is the core component of lifelong learning and empowers people to seek, evaluate and use information effectively to achieve their personal, social, occupational and educational goals (The Alexandria Proclamation, UNESCO, 2006). With the support of the SLC, the school librarian is expected to create initiatives to promote school library programs and improve services.

Therefore, the school library programs are comprised of information, literacy and reading promotion, instructional support and library management and use.

2.3.2. School Library Programs

2.3.2.1. Literacy and Reading Promotion

The School Library should provide programs that promote literacy and reading culture. The school librarian should be the primary lead on literacy and reading programs with support from the SLC. Teachers, school administration and community members will collaborate with the school librarian to create promotional reading and literacy programs that are at the appropriate level for the learners participating.

2.3.2.2 How a School Librarian can promote the Culture of Reading

1. Partner with individual teachers to collect ideas for literacy and reading promotion at the Classroom and school level.
2. Present ideas collected with teachers to the SLC.
3. Organize literacy and reading promotion activities. While promotion activities should not conflict with the school calendar, they should utilize national literacy programs such as Book Day, the month of literacy, etc. Promotion activities should be applied at the Classroom, school, and community level.
4. Encourage community participation with support from the SLC in the planned literacy and reading activities for the school.

2.3.2.3. How a Head Teacher can promote the Culture of Reading

1. Prioritize the promotion of literacy and reading activities at the school-level by holding all teachers accountable for implementing promotion activities.
2. Engage community participation for promotion of the planned literacy and reading activities at the school.
3. Collaborate with the local government and community members to strengthen with the community library.

2.3.2.4 Literacy and Reading Promotion Activities

Activities	School-level	Classroom-level	Community-level
Reading Competitions	√	√	
Debate Competitions	√		
Writing Competitions	√		
Reading Clubs	√		
Debate Clubs	√		
Summarizing Books	√	√	
Café Littéraire	√		
Songs	√	√	
Shared Reading	√	√	
Paired Reading	√	√	
National Literacy Month	√		√
Reading Buddies	√		
Spelling Bees	√	√	
Tongue Twisters	√	√	
Poems	√	√	
Story Time	√	√	
Book Making	√		√

2.3.2.5. Information Literacy Instruction

Information literacy instruction helps students become effective users and creators of information in print and digital resources. The school librarian is responsible for serving as a knowledgeable partner to teachers in order to aid students become information literate. Through collaborating with Classroom teacher and community members, librarians can facilitate the communication of information literacy.

2.3.2.6 Digital Resources and Information Literacy Instruction

The school librarian is responsible for promoting digital resources and information literacy within the school and the Classroom. The librarian is mandated to ensure that the school library is not limited to print materials but also has access to digital resources that are inclusive to the diverse needs of learners, teachers and community members. In order to be inclusive, digital resources should include assistive digital resources and technology. Librarians will provide digital information instruction for learners, teachers, and community members by using varieties of digital resources available in the school library. For information literacy instruction, it is the responsibility of the librarian to train, orient and encourage Classroom teachers, learners, and community members to use the digital resources available in the school library. In addition, it is the responsibility of the Head Teacher to make sure that the school librarian is properly trained in the use and management of digital resources.

2.3.2.7 Instructional Support

It is essential for the school librarian to provide support for instructional activities at the library and Classroom level for the library to be effectively utilized. In order for the librarian to fulfill their role and provide value in meeting the information literacy goals of the school, the librarian should be trained in the pedagogical aspects. The School Library Committee plays a key role in assisting the librarian in achieving this goal. In collaboration with teachers, the school librarian is expected to participate in the day-to-day instructional activities of the school and in instructional design. The Head Teacher is responsible for involving the school librarian in school-planned instructional programs. The Head Teacher is encouraged to help facilitate librarian-teacher relationships.

a. Instructional Roles of the School Librarian are:

1. To orient teachers on the available subject-appropriate library materials appropriate to aid teachers in preparing their lessons.
2. To instruct learners in using library materials for their schoolwork, research, recreational reading, etc.
3. To instruct school staff in using library materials for their work
4. To orient parents on the available library materials relevant to their children

b. Steps for Head Teachers to Get Started

- The Head Teacher meets and collaborates with the school librarian to discuss how the Head Teacher can assist in the instructional programs and design.
- The Head Teacher facilitates the collaboration of instructional design between the school librarian and individual teachers.
- The Head Teacher ensures that the school librarian takes an active role in the moving of reading materials that are age and grade-level appropriate to Classroom libraries for ease use; this will encourage a good librarian teacher relationship.

2.3.3 School Library Services

The following are day-to-day school library organizational activities that facilitate the services provided by the school library for users including learners, teachers, and community members. These include collection development and usage, acquisition, cataloging and Classification, circulation, shelving, maintenance and repairing, and weeding and replacement. All these organizational activities are critical for the development a school library and it is the responsibility of the school librarian to fulfill these tasks with the support of the School Library Committee. However, this only applies to a school that meets all the requirements for a standard library.

2.3.3.1 Collection Development

The main goal of collection development is to promote equitable access to a wide variety of library resources that support curriculum delivery and reading in a range of different languages. The collection development and usage is key for the improvement of information literacy and the learners' performance within the school and the community. Collection development should make relevant resources available in the school library to all users. These resources include but are not limited to: books, textbooks, manuscripts, novels, periodicals, newspapers, films, maps, CDs, DVDs, Braille, and other formats. This sub-section provides a framework for the development and maintenance of school library collections. The collection development is a collaborative process involving the school librarian, the School Library Committee, and Classroom teachers.

The collection development process primarily includes a resource and needs assessment and selection and acquisition of identified materials. After the school librarian has acquired the materials that were identified in the needs assessment, s/he can implement the Integrated Library Management System (ILMS) to digitize the library collection processes.

a. The role of the School Librarian and the School Library Committee in the Collection Development

It is the responsibility of the school librarian to continue engaging Classroom teachers to identify the materials needed to fulfill their Classroom instructional goals. The school librarian should work with the School Library Committee to create a budget and a plan for collection development and make a commitment to only buy high-quality materials for learners, teachers, and community members. The school librarian should identify potential sources for obtaining print and digital resources needed, which could be available either online, in-country, or outside the country. The school librarian should make the acquisition for the best curriculum, print, and digital materials, in addition to other materials to the Ministry of Education/publishers/DPs/Districts/etc.

b. Selection and Acquisition

The selection and acquisition will be based on learners, teachers, and community needs. The selection criteria for acquisition of print and digital resources include:

- **Relevancy and Demand**

Materials acquire should be in line with the curriculum, age and grade-appropriate, requested by the users, and meets the learning needs of the school, Classroom, and community.

- **Language**

The materials acquired should cover the four official languages: Kinyarwanda, English, French, and Kiswahili.

- **Quality, Scope, and Content**

The materials should be high-quality, grade and age-appropriate, and relevant to the curriculum and the promotion of Rwandan cultural values.

- **Current**

The school library should acquire materials that are less than ten years old unless the material proves to be in-demand by the targeted users

- **Accessibility**

The digital resource format that aligns with the curriculum should be preferred where reasonable access to technology and licensing are provided.

Other digital formats such as DVD, audio, etc. should also be acquired when they are more appropriated for the targeted users and is designed for persons with disabilities.

- **Usability**

The acquired materials should be user-friendly and suitable for their intended purposes.

- **Manageability**

Ease of installation and management should be a condition for the selection and acquisition of print and digital resources. Some sources should be excluded for selection if they require highly complex installation and are prone to malfunction.

- **Pricing, Budget, Licensing (for digital content) and Procurement**

The value of money and compliance to the school procurement policy (depending on the type and school and donors) should guide the selection and acquisition exercise. Open Source digital resources (non-licensed) should be prioritized above commercial digital resources (licensed) during the selection and acquisition exercise when possible.

2.3.3.2. Receiving, Recording, Stamping and Equipping the Library Materials

Receiving Library Materials

Potential sources for library resources can come from REB, NGOs, Districts, and from online platforms.

A. Steps for Receiving Materials Delivered from REB:

- In collaboration with the school leaders, the school librarian prepares data requested by REB for smooth delivery of materials at school.
- On the date and time of delivery, the school librarian makes sure that the order is correct before signing the delivery note.
- After verification, the school librarian makes sure that the Head Teacher signs the Confirmed Delivery Certificate (CDC). This shows all the titles and quantities ordered. The Head teacher must check that the correct titles and quantities have been delivered. Please see the Confirmed Delivery Certificate below:

- c. After the school librarian's assessment, they should prepare a report to submit to the School Library Committee to enable the SLC to decide whether or not to take materials.
- d. Based on the SLC's decision, the school librarian and the School Library Committee should facilitate the delivery of the desired materials.

Below is an example of a document that the school librarian must have in order to record library materials from other sources:

Date	Publisher	Type of LTM (Textbook, Teacher's guide/ Reading book/ wall chart, dictionary,)	Subject & grade	Title	Total Number of books received
30/03/2016	Longhorn	Textbook	Chemistry S1	20
		Teacher's guide	Chemistry S1		2
		Wall chart	Numeracy N1-N3	Numbers	2

C. Steps for Recording Materials:

- a. The school librarian should develop books and materials register for the school library before the delivery of new materials. The register can be either paper or electronic, based on the resources and abilities of the school library and librarian.
- b. The school librarian is responsible for recording the new library materials in the register. The following outline is recommended to use:

Serial No	Accession no:	Title	Author	Date of Publication	Publisher	ISBN/ ISSN	No of Copies	Origin	Price	Observations

D. Steps for Stamping Library Materials

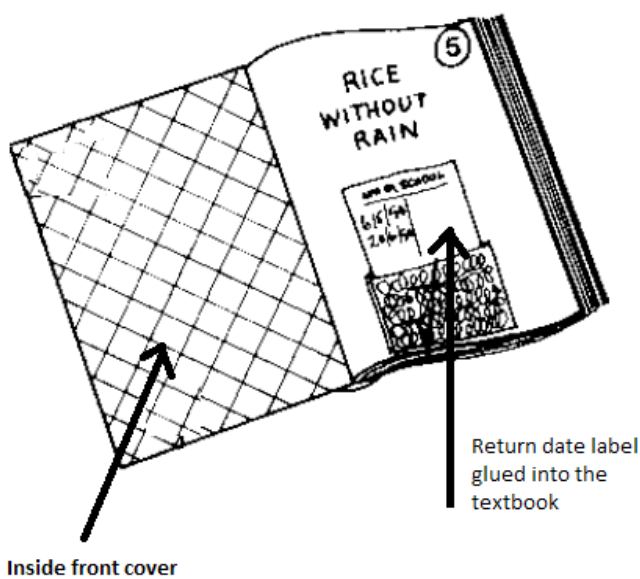
- a. The school is expected to have a school library stamp. It must carry the name and address of the school, plus spaces for the date and the registration number. In the case of stamping textbooks, the school library stamp should be used.
- b. Each book should be stamped and given an accession number based on the serial number from the school library register.

E. Steps for Equipping Library Materials

- a. This step is a requirement for textbooks only. The school librarian should create pockets for loan forms and reminder sheets that fit inside of the pockets.
- b. The school librarian should then attach the pocket to the inside of the back cover.

F. Steps for Making a reminder Sheets and Book Pockets

- a. The school librarian should find Manila paper for the reminder sheets and cut the paper into equal rectangles with scissors. The rectangles should measure 7.5 x 12.5 cm.
- b. The school librarian should make a pocket out of regular paper and glue this pocket to the inside of the back cover. The reminder sheets should be able to easily fit inside of the pocket.



ACCESSION NUMBER	TITLE	AUTHOR	PUBLISHER
1
2
3
4
5
6

2.3.3.3. Cataloging and Classification

a. Cataloging

In order to have a functional school library, a standardized cataloging and Classification system must be in place so that the users can easily locate books on the shelves for borrowing and for short loan. A library catalog is a tool that a school librarian can use in order to locate a book within the school library. The school librarian should be responsible for developing a school library catalog, which contains a brief description of each individual book. This catalog can either be a hard copy (in a notebook, note cards and a catalog cabinet) or a soft copy (Online Public Access Catalog, OPAC, Microsoft Excel, Microsoft Access, etc.). It is important for the school librarian to consult the register in making the cataloging system.

Steps for cataloging in school standard libraries

1. Classification phase: The materials shall be classified according to their subject with the use of either the DDC (Dewey Decimal Classification)
2. Bibliographic Recording: Each material shall be catalogued by recording the bibliographic details in a Machine-Readable Catalogue form.
3. Item description and Access point provision: During the cataloguing stage, items should be described to provide access points like the author, title, subject, and series title using the various cataloguing tools.
4. Generation of the Call number: The call numbers (a combination of a class number and the Cutter number) of each material is then generated, printed and pasted on the spine of the material.

For the schools whose libraries do not meet all of the requirements of a standard library, it is still recommended that the designated teacher-librarian create a library catalog of the available books and textbooks. This is recommended so that even though the teacher-librarian can still promote library services as stated above.

b. Classification

In addition to cataloging, it is also important for the school librarian to use a standardize Classification system which will help him/her to arrange the books on the shelves in the school library. The major Classification scheme that should be used in school libraries is Dewey Decimal Classification System (DDC).

DDC is the Knowledge Classification scheme in which subjects are divided into ten main Classes (numbered 000 to 999) and subdivisions within a particular subject are indicated by decimals. DDC is used in the libraries for creating call numbers for books and other material (for their systematic cataloging and shelving), it was invented in the 19th century by the US librarian Melville Dewey (1851-1931).

Below is a table that demonstrates how the DDC can be applied in the school library:

Dewey No	10 Main Class	Kinds of Books
000-099	General Works	Encyclopedias, almanacs, record books, etc.
100-199	Philosophy and Psychology	Paranormal phenomena,
200-299	Religion	Religions of the world, Bible stories, Koran, mythology
300-399	Social Sciences	Government, holidays, folklore, fairy tales, education, community
400-499	Languages	English, French, Kiswahili, Kinyarwanda, dictionaries
500-599	Natural Science & Maths	Math, chemistry, physics, biology, weather, rocks, plants, animals in nature
600-699	Applied Science	Inventions, health, transportation, cooking, pets
700-799	Fine Arts and Recreation	Crafts, art, drawing, painting, music, games, movies, sports
800-899	Literature	Short stories, poetry, plays, jokes, riddles, novels
900-999	History and Geography	Countries, flags, historical events, biographies (92 or 920)

2.3.3.4 Shelving

It is the responsibility of the school librarian to store library resources, books, and textbook in accordance to the Classification system. School library materials of the same subject will have the same Classification number based on the DDC.



As depicted from the above image, the first two books on the left side are the same textbooks but different editions. There are three ways of organizing books on the shelves: subject-wise (based on the book Classification), alphabetically (using the first letters of the surname of the author), and serial number (based on the accession number of the book). These guidelines recommend the subject-wise approach for shelving.

2.3.3.5. Circulation

Circulation is the function of lending materials to the school library users. This includes checking out school library materials, renewing the borrowed materials, collecting returned materials, collecting fines for overdue and damaged items, repairing and maintenance of materials, replacing and weeding. A school librarian who is engaging in circulation activities also helps library users in basic searches and reference services in the use of library and information resources.

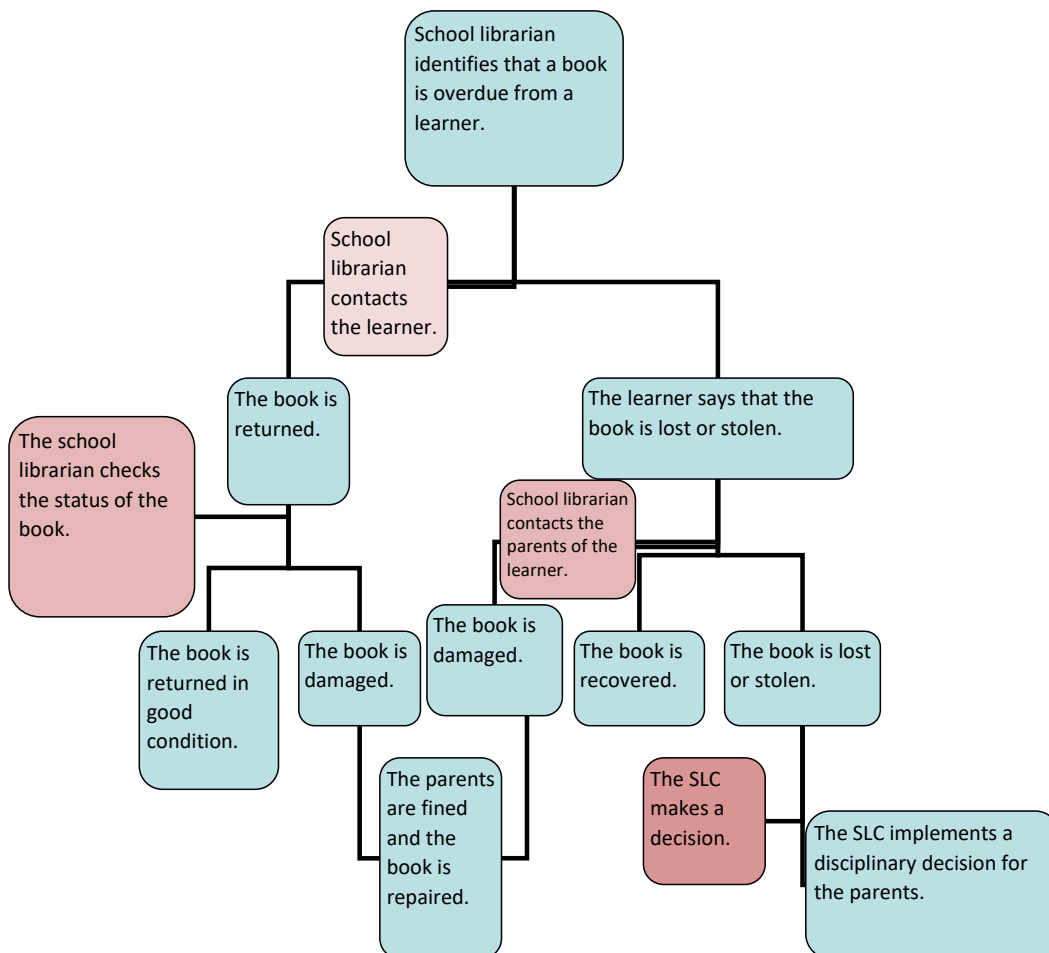
a. Steps for School Librarians to Promote Circulation Services

Once a school library has been cataloged and categorized, the school librarian can begin to promote circulation services.

- Orient school library users on the circulation procedures
- Check and make sure that the borrower (learner, teacher, or community member) is eligible to borrow books
- Keep track of borrowed items from all users
- Keep track of circulation statistics based on borrower and item type
- Notify learners, teachers, and community members when an item is due for return
- Contact library users when an item is overdue. The School Library Committee should decide a process of how to recover an overdue or lost book (e.g. contacting the parent, notifying the DoS, etc.).

b. School Library Recovery Process

In order to maintain and safeguard The library collection, the school library committee puts in place measures and strategies to ensure recovery, repair and preservation of the library collection in the following different ways:



2.3.3.6 Maintenance and Repairing

The school librarian is responsible for keeping books and other library materials in good condition. School library resources must be maintained to:

- Enable user-friendly access to school library resources (this requires proper organization of materials on the bookshelves)
- Help to protect and preserve school library resources against damaging agents (this requires proper cleaning, dusting and shelving of the school library materials on a regular and frequent basis)
- Keep the collection in a usable condition (this will require a proper mechanism for repairing damaged resource and replacing missing book cards/tag/debt slips for the school library materials)
- Keep the collection relevant to users (this requires putting in place the process of weeding outdated materials that do not align with the aims and objectives of the school library mission and vision and the curriculum)
- Ensure that the collection is kept safe and that it aligns with the school library accession register (this will require the school library to have safety mechanisms in place for the school library collection in addition to a current record of the accession register)

Steps for the School Librarian in Maintenance, Repairing and Replacing

1. Label and process new materials as outlined in the cataloging and Classification sub-sections.
2. Shelf new materials.
3. Check-in and return books to their proper place.
4. Identify and search for overdue or lost books using the recovery mechanism in place at the school library.
5. Evaluate the physical conditions of the bookshelves.
6. Repair damage bookshelves if possible, if not remove and replace.
7. Weed collections in accordance with the established guidelines.
8. Collect statistics on the use of school library materials.
9. Depending on the level of damage, the school librarian should make a decision on whether they can repair the book or if it needs to be taken to a specialized shop for repair (if it's cost effective).

Basic repair tools the school librarian should have include:

- Glue
- Scotch tape (Sellotape should be avoided); 2.5 cm wide for cover repairs and 1 cm for repairing torn pages
- Compressed air “duster” cans
- Scissors
- Sewing needles and high-grade thread
- Cork or thimble for pushing the needle through many pages

2.3.3.7 Weeding and Replacement

Weeding is the systematic removal of resources from the school library based on selected criteria. Weeding is a vital process for an active collection because it ensures that the collection stays current, relevant, and in good condition. Weeding helps a school librarian to have enough space and to accommodate newly acquired resources.

a. Criteria for Weeding School Library Materials

- **Currency**

The school library materials should be having the most current, updated editions. It is not necessary to keep editions older than 10 years, however exceptions can be made based on the demand and availability of the school library collection.

- **Usage**

The school library materials that have low or no usage can be considered for weeding decisions. The school librarian should consult the school library statistics in deciding for weeding.

- **Physical condition**

The school library materials that have been damaged beyond repair should be weeded out.

- **Duplicates**

The school library should weed duplicates that are not being used in order to make space for more relevant materials.

- **Uniqueness**

The school library should not weed materials that are considered unique.

b. Steps for the School Librarian in the Weeding and Replacement Process

1. Review the above-mentioned criteria
2. Make a list of books to be weeded and create a weeding plan
3. Present the list and the plan to the School Library Committee to approve. The school librarian should highlight the books that have been damaged beyond repair that should be replaced.
4. Gather the necessary equipment and supplies for weeding
5. Stamp the materials that have been weeded and then remove them from the school library collection.
6. Remove the weeded materials from the collection. Note that old knowledge-based curriculum materials are not supposed to be weeded but to be kept as reference materials in your library.
7. Update the school library catalog
8. Decide whether to replace the books that were severely damaged

2.4. School Library Physical Infrastructure

2.4.1. Introduction

The school leaders and SLC should ensure that the library facilities are established as per standards stated in these guidelines. This section will outline the various aspects of physical infrastructure and equipment. Throughout the physical infrastructure process, the school administrators and the SLC should include elements of inclusivity and accessibility for all users regardless of disability status. They are also expected to integrate digital resources and devices, including assistive devices, wherever possible and feasible. The recommendations covered in this section will be applicable for all school libraries that have standard library equipment stated in these guidelines.



(Photo by Rwanda Education Board)

Location and Space

The school leaders and the SLC in collaboration with the SGACs should find the appropriate location on the school grounds for a library that is accessible to all students and staff. It should be a separate room or building dedicated specifically to store reading, reference, and digital materials while also providing adequate space for learners, school staff, and community members to read. The building will be accessible to users that have mobile disabilities. It is possible for the library space to be constructed or renovated. School should reach out to MINEDUC/REB to create a plan for finding funds for building or renovating the library.

2.4.2 Considerations for Planning School Library Facilities

Library facilities should:

- Be a single use area that is not being used for other purposes (e.g. a meeting room, dining hall, etc.)
- Be accessible to all users
- Consider noise factor in regards to reading areas (e.g. kitchen, dormitories, dining halls, etc.)

- Have an appropriate and sufficient light, natural and/or artificial
- Have appropriate room temperature (e.g. air-conditioning, natural aeration/adequate ventilation)
- Host a variety of activities without unnecessary overlaps
- Have adequate size to give space for the collection of library materials, study spaces, reading areas for both young and adult learners, computer workstations, display areas, and work areas for library staff and teachers

2.4.2.1 Self- valuation of the School Facilities

Standard School Library Physical Infrastructure Checklist:		
	YES	NO
Space for all of your books and other library materials?		
Sufficient shelving?		
Sufficient light to work easily?		
Strong and secure door?		
Weatherproof roof, walls, doors and windows?		
A dust free floor of concrete, cement or boards?		
Anti-termite paint on walls, shelving and around windows?		
Clearly labeled shelves and storage areas?		
No unnecessary items in store e.g. bicycles, cement etc?		
Score for the checklist		
9 'YES' answers = the perfect store		
6-8 'YES' answers = a good store but some problems that need attention		
3-5 'YES' answers = there are serious storage problems, which require the urgent attention of the Head Teacher, the SGACs and SLC.		
Less than 3 'YES' answers = the store is seriously below standard and must be upgraded immediately. Report the matter to Head Teacher, SGACs and invite the DEO/SEIs to visit the school to discuss possible solutions.		

2.4.2.2 Standard size of a school library

The following are the Chartered Institute of Library and Information Professionals space guidelines from 2014. These are the national and international standards for school libraries, but school administrators and SLC must decide what is feasible for their school.

Number of students	Minimum accommodation in square meters
600	225
800	275
1000	325
1200	375
1400	425
1600	475
1800	525

Number of students	Minimum accommodation in square meters
600	225
2000	575
CILIP Space Guidelines, 2014	

2.4.3 Security of the School Library

The following are standards for the safety and security of the school library:

- I. One main entrance with an emergency exit in case of fire or any security threat
- II. A fire extinguisher or extinguishers appropriately located and easily accessible including training to operate it
- III. First-Aid box
- IV. CCTV system if necessary and affordable
- V. A full-time a security guard
- VI. Locks on the doors and windows with close-fitting bars
- VII. Locking cabinets for specialized materials (e.g. digital devices, assistive technology, etc.)

It is recommended that the school have insurance on the building and materials of the School Library. In addition, the school librarian should be trained on the safety and health procedures.

Internal Layout

A library should be laid out in a way that facilitates engagement with both physical and digital materials. The library should include computers to facilitate learning. It should be a space that fosters cooperation, discussions, critical thinking and creativity.

Internal Layout

- Floor, walls and roofing that blocks the rain
- Cemented, tiled or concrete to minimize dust, termites, and humidity
- Curtains to prevent sunlight from damaging materials
- Paint with durable and bright colors

2.4.4 IT equipment and library furniture

- Computers (and laptops)
- Printer
- Scanner
- LAN (Local Area Network)/WiFi
- Computer (PC) workstations
- Content access points
- Tablets
- Content loaded Mobile phones
- Content loaded on pen drives
- Content loaded SD cards
- Projector

- Power outlets to support the use of electronic devices
- Mobile phones
- SD cards
- Webpage and virtual learning environment
- Assistive technology (e.g. book readers, digital accessible information system readers, magnifying devices, and software such as Zoom Text, Dolphin Pen, JAWS, PAC Mates, Braille Note Taker etc.)
- Air Conditioner
- Consistent Electricity
- Tables, Chairs, Cleaning machines ...

2.4.5 Standard bookshelves measurement

Whatever the size of the school library, it is important that the shelving is adjustable and has integral supports. Bookshelve is usually made of wood or metal and comes in a variety of colors. It is important not to position shelves too high for students to reach safely.

The universal standard thresholds for the bookshelves are listed below:

- 120 cm for nursery and primary schools
- 150 cm for lower secondary (O'level)
- 180 cm for upper secondary schools (A' Level)
- Further recommended measurements for secondary schools are
- 30 cm height of the bottom shelf from the floor
- 90 cm length of individual shelves
- 17.5 – 20 cm depth for horizontal shelving for all stock
- 25 cm depth for horizontal shelving for oversize stock
- 30 cm sloping shelving for display / periodicals (6) Shelving and Arrangement
- Wood or metal with smooth surfaces to avoid scratching and/or damaging books
- Enough space between Shelves & Books are easily seen and reachable the users
- Shelves should be labeled according to the Classification system
- The height of the bookshelves should not exceed the standard threshold heights for the different school levels (nursery and primary, O-level, A-level)

SECTION III**MINIMUM STANDARD SCHOOL LIBRARY
GUIDELINES****3.1. Introduction**

Some schools in Rwanda are striving to have standard school libraries. This section will enable schools to set-up a library with the affordable minimum resources to address the literacy and reading needs at school. This document has easy to follow steps intended to help school administrators, teachers/librarians/volunteers and other stakeholders to obtain a school library that is not simply store for textbooks and other items. This framework will help to guide schools in building the foundational steps of a minimum standard school library by improving the use and access of their existing library resources.

This document intends to cover all aspects of setting-up and maintaining a minimum standard school library, which includes but not limited to the basic level of school library management, physical infrastructure, programs and services, monitoring, learning, and evaluation.

3.1.1 Why is a library store not enough for learners at school?

The purpose of a school library is to provide information and ideas to learners and teachers, which are fundamental to functioning successfully in today's information and knowledge-based society. A library store is simply a storage space for textbooks and other teaching materials, without the important programs and services that a school library can provide. The aim of the library is to equip learners with the tools necessary to succeed in Classes, expand their knowledge beyond the curriculum, and develop their critical thinking skills in order to become productive citizens. The school library should not include any other items that are not reading and teaching materials.

3.1.2 What is a minimum standard school library?

A minimum standard school library is a developing library that does not meet all the requirements outlined in the standard library guidelines. It is typically a small room with a collection of textbooks, few story books, and possibly other materials that are related to the curriculum. A minimum standard school library should be managed by a teacher/librarian with the support of the School Library Committee (SLC). A school with a minimum standard library should set a goal to have standard school library and actively work towards this achievement within a reasonable time frame.

3.2. Preparing to Set-Up your Minimum Standard School Library

The School Management Committee, Head Teacher/DoS and teachers should identify the teaching and learning materials that are available in the school. The school administration together with the School General Assembly Committees (SGACs) should choose a teacher/librarian based interest and passion to promote the culture of reading at the school- and Classroom-levels. If a teacher/librarian is available, then a community volunteer can be considered. REB should be able to plan and deliver short courses in library management to the teacher/librarian/volunteer because s/he will play a central role in the proper library use and management. The school administration, SGACs, and the teacher/librarian should create the School Library Committee (SLC). The SLC in partnership with the school administrators should select and prepare the library room based on the physical infrastructure standards stated in these minimum standard library guidelines (security, furniture, health and safety measures).

Setting-up Library Programs

1. The teacher/librarian/volunteer should make needs assessment by engaging the teachers to identify possible library programs (e.g. literacy and reading promotion and instructional support activities at the school- and Classroom-levels).
2. The teacher/librarian/volunteer should use the information collected from the needs assessment and make a proposal for new resources to the SLC.

Setting-Up Library Services

1. The SLC and the teacher/librarian/volunteer should decide the library rules, opening time and the School Library Recovery Framework.
2. The teacher/librarian/volunteer should make a plan for collection development process and present it for approval by the SLC.
3. The teacher/librarian/volunteer and the SLC will select and acquire books and other library materials based on the collection development plan.
4. The teacher/librarian/volunteer should use a standardize catalog and Classification system.
5. The teacher/librarian/volunteer should put in place an accession register, borrowing and returning rules, recovery, maintenance, repairing, weeding, and replacement mechanisms.
6. The teacher/librarian/volunteer should properly label the bookshelves in the minimum standard library (based on the Classification system), display posters, library rules and other materials.
7. The teacher/librarian/volunteer should organize orientation sessions of library use for teachers and learners.

Steps for Continuous Growth:

1. The school administrators and the SLC organize a study tour to learn from other schools that have minimum standard libraries in place through the inter-collaboration framework between the school and other school in the area.
2. The school supports the continuous professional development in library studies for teacher/librarian/volunteer.
3. The school administration in partnership with the SLC creates a long-term improvement plan to upgrade their minimum standard school library to a standard school library.
4. The school administration and the SLC plan puts in place strategies to raise funds for their long-term improvement plan.

3.3. Minimum Standard School Library Management

3.3.1 Introduction

Library management is a core component for the functionality of the library in achieving the goal of the school. At the center of the library management should be the SLC, school administrators, and the teacher / librarian / volunteer. Each of these entities are described below:

3.3.2 School Library Committee

3.3.2.1 What is a School Library Committee?

The School Library Committee (SLC) is a small decision-making group chosen from the school administration, teachers, students and community members.

3.3.2.2 Steps for School Administration to Form the SLC

1. School administrators in partnership with the SGACs should decide the number of members to be involved. It is recommended that the Head Teacher/Director of Studies be the president and the school librarian be the secretary of the SLC.
2. The vice president of the SLC will be the president of the SGACs.

Table I: School Library Committee Membership

No	Responsibility	Designation
1	President	Head Teacher/Director of Studies
2	Vice-President	President of SGACs
3	Secretary	School Librarian
4	Member	Teacher from Nursery
5	Member	Teacher from Primary
6	Member	Teacher from Secondary
7	Member	Head of Students from Primary
8	Member	Head of Students from Secondary
9	Member	Community Member

The School Library Committee member is to decide the frequency of meetings (e.g. monthly, by term, yearly). It is recommended the SLC to meet at least once a term.

3.3.2.3 The roles of school library committee

- To represent the interest of the library and its users
- To deliberate and advise on the direction and development of policies for school library
- To come up with strategies that are useful, appropriate, and feasible for the improvement of the school library to the standards outlined in these guidelines
- To advise the school administrators on library programs, services, and resources
- To mobilize funds for the minimum standard school library
- To make timely and informed decisions based on the requests from the teacher/librarian/volunteer with regard to the development of the minimum standard school library
- To evaluate the implementation of school library plans against the school library strategic plan to ensure growth
- To support the school library in its implementation of school library programs and services within the school and Classrooms
- To enforce the implementation of the School Library Recovery Framework

3.3.3 The General Duties and Responsibilities of the Teacher/Librarian/ Volunteer:

- To participate in the SLC.
- To be responsible for the management of the minimum standard school library such as acquiring, organizing, managing and distributing library resources.
- To implement library programs including literacy and reading promotion, instructional support and library management and use.
- To manage library services including collection development and usage, selection and acquisition, cataloging and Classification, shelving, circulation, and maintenance, repairing, weeding and replacement.
- To orient learners and teachers in the management and use of the minimum standard school library resources.
- To conduct daily monitoring and evaluation of the basic school library programs, services and activities in the school and Classroom.
- To report on a quarterly basis the status of the school basic library to the school administration

3.3.4 General Minimum Standard School Library Rules

- Working hours are scheduled when the teacher/librarian/volunteer has availability.
- If it is feasible, a set timetable should be established for each Classroom.
- No student will be allowed to access the library without a valid student ID card or wearing a school uniform to be easily identified by a teacher/librarian/volunteer.
- Students should wash hands before entering.
- Food and drink are not allowed.
- Students should not disturb the arrangement of the library furniture.

- Visitors are not allowed in the library without the permission from the school authorities.
- Schools should follow the normal lending period guidelines.
- Reference books (dictionaries, encyclopedia, atlas, maps, etc.) should not leave the library.
- A School Library Recovery Framework should be in place.
- No smoking or use of tobacco in any form is allowed.

NOTE: The teacher/librarian/volunteer and the SLC should not restrict themselves to the above rules. Therefore, they can create more rules which apply to their school context.

The teacher/librarian/volunteer is responsible for making posters that clearly state the library rules and display them inside the school library. These guidelines recommend also posting the library rules on the door of the library.

Suggested Lending Periods

Items	Period		
	Students	Teachers	Parents
Types of books			
Textbooks (have to be borrowed by teacher and distributed to learners and keep the record of learners who borrowed books) for primary	2 to 5 days	Term	Parents can borrow books for their children during holidays of term 1 and 2
Textbook for secondary (Both teachers and students are allowed to borrow books from the library)	Weekly	Term	N/A
Teacher's guide (a teacher borrows book for the whole year)	N/A	At end of school year (but when she/he change the job or leave the school she/he has to return it to the librarian	N/A
Supplementary readers for lower primary (borrowed by teacher and distributed to learners and keep the record of learners who got books)	1 week	1 week	1 week
Supplementary readers for upper primary and secondary (learners borrow books for the own)	1 week	1 week	week

3.4. Minimum Standard School Library Programs and Services

3.4.1 Introduction

The minimum standard school library programs and services cannot be limited to the library as a place. It should be a center to promote information literacy and information skills. The teacher/librarian/volunteer with the support of the SLC should come up with initiatives to promote the information literacy and skills in the school and Classrooms. The minimum standard school library services should include the collection development process, cataloging and Classification, shelving, circulation, maintenance, repairing, weeding and replacement.

3.4.2 Minimum Standard School Library Programs

3.4.2.1 Literacy and Reading Promotion

One of the programs that should be offered by the minimum standard school library involves literacy and reading promotion. This program should be led by the teacher/librarian/volunteer with the support of the SLC. The teacher/librarian/volunteer is expected to be proactive in the creation and promotion of reading and literacy that are appropriate for the level of the learners in the school and Classroom. This should be realized in collaboration with teachers and school administration.

Steps for Teacher/Librarian/Volunteers to Get Started:

1. The teacher/librarian/volunteer engages individual teachers in order to identify partners and collect ideas for promoting literacy and reading in the school as well as the Classroom.
2. The teacher/librarian/volunteer resents their ideas to the SLC.
3. The teacher/librarian/volunteer finds opportunities to organize literacy and reading promotion activities. These activities should not conflict with the school calendar, but s/he should plan in accordance with the national literacy programs such as Book Day, the month of literacy, etc. but be applied at the school- and Classroom-level.
4. If feasible, the teacher/librarian/volunteer with the support of the SLC engages the community in participation in the planned literacy and reading activities for the school.

Steps for the Head Teacher to Get Started:

1. The Head Teacher prioritizes the promotion of literacy and reading activities at the school-level by holding all teachers accountable in these activities.
2. If feasible, the Head Teacher engages the community in promoting planned literacy and reading activities at the school.
3. If feasible, the Head Teacher collaborates with the local government and community members in order to facilitate a relationship with the community libraries.

3.4.2.2 Literacy and Reading Promotion Activities

A minimum standard school library should focus on literacy and literacy promotion activities in the school and the Classroom. However, if feasible, the teacher/librarian in partnership with the school administration, SLC, and SGACs should try to engage in community-level activities.

Activities	School-level	Classroom-level
Reading Competitions	√	√
Debate Competitions	√	
Writing Competitions	√	
Reading Clubs	√	
Debate Clubs	√	
Summarizing Books	√	√
Café Littéraire	√	
Songs	√	√
Shared Reading	√	√
Paired Reading	√	√
National Literacy Month	√	
Reading Buddies	√	
Spelling Bees	√	√
Tongue Twisters	√	√
Poems	√	√
Story Time	√	√
Book Making	√	

3.4.2.3 Instructional Support

The participation of the teacher/librarian/volunteer in the instructional activities of the minimum standard school library and Classroom is very important to the realization of the effective use of school library materials at the school and Classroom level. It is worth noting that for this role to add value to the information literacy goals of the schools, and so the teacher/librarian/volunteer should be trained in the pedagogical aspects in order to promote information literacy for learners and teachers. The teacher/librarian/volunteer is expected to participate in the day-to-day instructional activities of the school and also collaborate with teachers in instructional design. It is the responsibility of the Head Teacher to include the teacher/librarian/volunteer in the school-planned instructional programming. It is also the responsibility of the Head Teacher to encourage relationships between the teacher/librarian/volunteer and other teachers.

Instructional Roles of the Teacher/Librarian/Volunteer are:

1. To orient teachers on the available library materials that are appropriate to their subjects when preparing his/her lesson.
2. To instruct learners in using library materials for their schoolwork, research, recreational reading, etc.
3. If feasible, to orient parents on the available library materials relevant to their children.

3.4.3 Minimum Standard School Library Services

The following are day-to-day basic school library organizational activities that facilitate the services provided to the library users. These include collection development process, Classification, circulation, shelving, maintenance, repairing, weeding and replacement. All of these organizational activities are critical for the functioning of a minimum standard school library and it is the responsibility of the teacher/librarian/volunteer to fulfill these tasks with the support of the SLC.

3.4.3.1 Collection Development Process

The main goal of collection development process is to promote equitable access to a wide variety of library resources that support curriculum delivery and reading in the official languages of Rwanda. The collection development process includes aspects of selection and acquisition, and it is key for the improvement of information literacy and the learners' performance within the school. The collection development process shall be a collaborative process involving the teacher/librarian/volunteer, the SLC, and teachers.

a. Steps of the Teacher/Librarian/Volunteer and the SLC in the Collection Development Process:

1. The teacher/librarian/volunteer makes a needs assessment to identify materials needed by teachers and learners.
2. The teacher/librarian/volunteer works with the SLC to create a budget and make a commitment to only buy high-quality materials.
3. The SLC presents the plan to school administration.
4. The teacher/librarian/volunteer makes the acquisition for the best curriculum, print, and digital materials, in addition to other materials to the Ministry of Education/publishers/NGOs/Districts/etc.

b. Criteria for Collection Development Process**Relevancy and Demand**

In line with the curriculum, grade-appropriate, requested by the users and meets the learning needs of the school and Classroom.

Language

The materials acquired should cover the four official languages: Kinyarwanda, English, French, and Kiswahili.

Quality, Scope and Content

The materials should be high-quality, age-appropriate, grade-appropriate and relevant to the curriculum and the promotion of Rwandan cultural values.

Usability

The library materials should be user-friendly and suitable for the intended purpose.

3.4.3.2 Receiving, Recording, Stamping and Equipping the School Minimum Standard Library Materials**a. Receiving Library Materials**

Potential sources for library resources are from the REB and DPs

Steps for Receiving Materials Delivered from REB

1. The teacher/librarian/volunteer with the school administrators prepares data requested by the Ministry of Education.
2. On the date and time of delivery, the teacher/librarian/volunteer makes sure that the order is correct before signing the delivery note.
3. The Head Teacher signs the Confirmed Delivery Certificate (CDC). This shows all the titles and quantities ordered. The Head teacher must check that the correct titles and quantities have been delivered. Please see the Confirmed Delivery Certificate below

5/15/2016

DRAKKAR LTD - REB LTM MIS

RWANDA COMPLETED DELIVERY CERTIFICATE FOR TEXTBOOKS AND TEACHERS' GUIDES

DRAKKAR LTD has successfully completed the delivery of the textbooks and teachers' guides listed below in good condition and without damage and in conformity with the school order.

Receipt cec27b68-cea5-4af1-b060-1d9ae864a2bb

Location Kirehe/Mahama/Munini

School Name G.S.PAYSANNAT L

School Code SCH00526

Name of Head Teacher SEBISOGO J. PAUL

Date _____

School Official Stamp:

Item Number	Grade Level	Type	Title	Approved List Number	Order Qty	Delivered Qty
1	P1	Pupil's Book	Twumve, Tuvuge, Dusome, Twandike, Duhange mu kinyarwanda	TB00011	852	
2	P1	Teachers guide	Twumve, Tuvuge, Dusome, Twandike, Duhange mu kinyarwanda	TB00012	2	
3	P4	Pupil's Book	Ikinyarwanda	TB00029	249	
4	P4	Teachers guide	Ikinyarwanda	TB00030	1	

School Comments

Head Teacher Signature:

Publisher Comments

CDC Check

Steps for Receiving Materials from Other Sources:

1. The teacher/librarian/volunteer prepares data requested by the donor/funder/DPs.
2. The teacher/librarian/volunteer checks the relevancy, the quality and the scope of the materials.
3. The teacher/librarian/volunteer prepares a report to submit to the SLC to enable them to make a decision on whether or not to take the materials.
4. Based on the decision above, the teacher/librarian/volunteer and the SLC facilitates the delivery of the desired materials.

Below is an example of a document that the teacher/librarian/volunteer must have in order to record library materials from other sources:

Date	Publisher	Type of LTM (Textbook, Teacher's guide/ Reading book/ wall chart, dictionary,)	Subject& grade	Title	Total Number of books received
30/03/2016	longhorn	Textbook	Chemistry S1	20
		Teacher's guide	Chemistry S1		2
		Wall chart	Numeracy N1-N3	Numbers	2

b. Recording Library Materials**Steps for Recording Materials:**

1. The teacher/librarian/volunteer develops a book and materials register for the minimum standard school library before the delivery of new materials. The register can be either paper or electronic, based on the resources and abilities of the basic school library and the teacher/librarian.
2. The teacher/librarian/volunteer is records the new library materials in the register. The following outline is recommended to use:

Serial No	Accession or inventory number	Title	Author	Call number	Date of Publication	Publisher	ISBN/ ISSN	No of copies	Origin	Price	Observations

c. Stamping Library Materials

The school is expected to have a school library stamp. It must carry the name and address of the school, plus spaces for the date and the registration number. In the case of stamping textbooks, the school library stamp should be used. Each book should be stamped and given an accession number based on the serial number from the book and materials register.

d. Equipping Library Materials

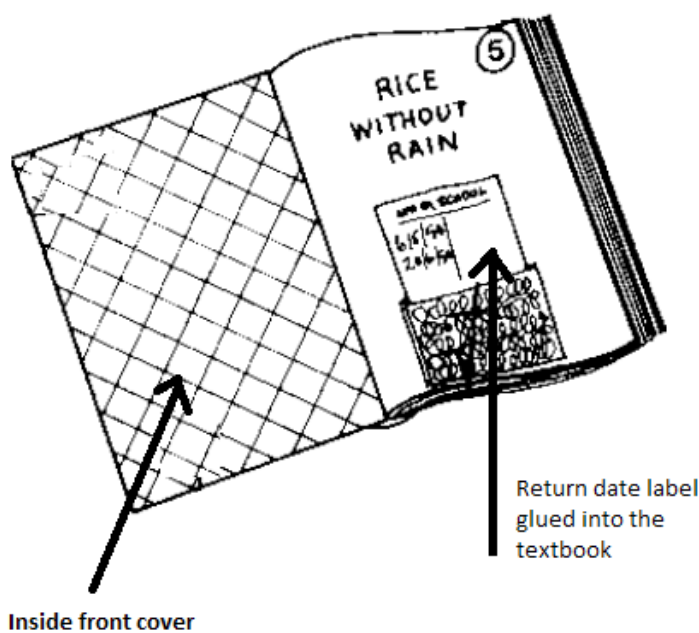
Steps for Equipping Library Materials

- The teacher/librarian/volunteer creates pockets for loan forms and reminder sheets that fit inside of the pockets.
- The teacher/librarian attaches the pocket to the inside of the front/back cover.

Steps for Making a Reminder Sheets and Book Pockets

- The teacher/librarian/volunteer cuts Manila paper for the reminder sheets into equal rectangles with scissors. The rectangles should measure 7.5 x 12.5 cm.
- The teacher/librarian/volunteer makes a pocket out of regular paper and glue this pocket to the inside of the back cover. The reminder sheets should be able to easily fit inside of the pocket.

ACCESSION NUMBER	TITLE	AUTHOR	PUBLISHER
1	THE WORLD	DR. J. K. KAGAME	NY. NY. YEAR
2	THE HISTORY OF RWANDA	DR. J. K. KAGAME	R. KAGAME
3	THE HISTORY OF RWANDA	DR. J. K. KAGAME	R. KAGAME
4	RICE WITHOUT RAIN	DR. J. K. KAGAME	R. KAGAME
5	RICE WITHOUT RAIN	DR. J. K. KAGAME	R. KAGAME
6			



3.4.3.3 Classification

It is important for the teacher/librarian/volunteer to use a simple Classification system which will help him/her to arrange the books on the shelves because the collection is still small at the initial stages of setting-up a minimum standard school library. These guidelines recommend that minimum standard libraries classify materials by subjects, but it is possible for them to classify materials by themes, genres, or by performance reading levels. The Classification system is meant to help library users easily find and access books based on their interests and needs.

3.4.3.4 Shelving

It is the responsibility of the teacher/librarian/volunteer to store library resources, books and textbooks in accordance to the Classification system. It is also important that the shelves are properly labeled with print (and pictures for primary learners) to help library users find and access materials.

3.4.3.5 Circulation

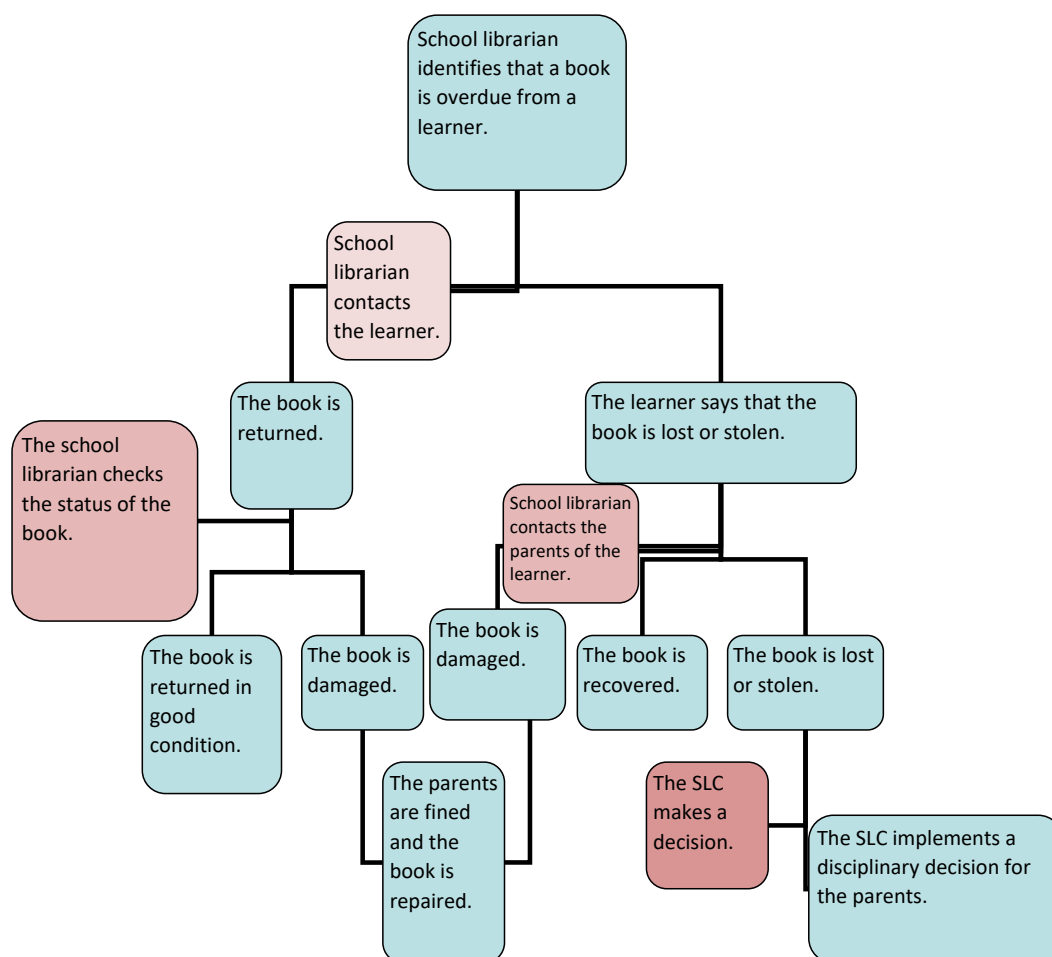
Circulation is the function of lending materials to the school library users. This includes checking out library materials, renewing the borrowed materials, collecting returned materials, collecting fines for overdue and damaged items, repairing and maintenance of materials, and replacing. A teacher/librarian/volunteer engaged in circulation activities aids library users in their basic searches and use of information resources.

a. Steps for Teacher/Librarian/Volunteer to Promote Circulation Services:

- Orient school library users on the circulation procedures.
- Check to make sure that the borrower is eligible to borrow books.
- Keep track of borrowed items from all users.
- Keep track of circulation statistics based on borrower and item type.
- Notify library users when an item is due for return.
- Check in return items and re-shelve them in the proper locations.
- Implement the School Library Recovery Framework when an item is overdue/lost/stolen/damaged.

b. School Library Recovery Process

In order to maintain and safeguard The library collection, the school library committee puts in place measures and strategies to ensure recovery, repair and preservation of the library collection in the following different ways:



3.4.3.6 Maintenance and Repairing

The teacher/librarian/volunteer is responsible for keeping the books and other library materials in good condition.

Purposes for Maintenance of Library Resources:

- To enable user-friendly access to the minimum standard school library resources.
- To help to protect and preserve school library resources against damaging agents.
- To keep the collection in a usable condition.
- To ensure that the collection is kept safe and that it aligns with the basic school library accession register

Steps for the Teacher/Librarian/Volunteer in Maintenance, Repairing and Replacing:

- Processing and labeling of new materials, as outlined in the Classification sub-section.
- Shelving new materials.
- Checking in books and returning books to their proper place on the bookshelves.
- Ensuring that the library resources are kept in a safe environment, free from damaging agents such as dust and water.

- Removing, repairing, and replacing damaged books and other materials.

Depending on the level of damage, the teacher/librarian/volunteer should make a decision on whether s/he can repair the book or if it needs to be taken to a specialized shop for repair. If the damage is minor, the teacher/librarian/volunteer should use the available, basic repairing tools to fix it. If the damage is major, the teacher/librarian/volunteer should make a report and present it to the SLC to take further action on how to proceed.

The basic repairing tools the teacher/librarian should have include:

- Glue
- Scotch tape (Sellotape should be avoid); 2.5 cm wide for cover repairs and 1 cm for repairing torn pages
- Scissors
- Sewing needles and high-grade thread
- Cork or thimble for pushing the needle through many pages

3.4.3.7 Replacement

Steps for Replacing School Library Materials

- Makes a list of the books that have been damaged beyond repair that should be replaced.
- The SLC approves the list.
- The SLC sends the list to REB for replacement.

3.5. Minimum Standard School Library Infrastructure

3.5.1 Introduction

The school administration and SLC should ensure that the minimum standard school library facilities are established. Below is the picture of the minimum standard library struggling schools can put in place with the help of these guidelines.



This section outlines the various aspects of minimum physical infrastructure and equipment.

Location and Space

The school administrators and the SLC in collaboration with the SGACs should find the appropriate location on the school grounds that have space where a minimum standard school library can be established. This could be an unused Classroom, office, or another room.

3.5.2 Considerations for Planning School Library Facilities

Library facilities should:

- Be a single use area that is not being used for other purposes (e.g. a meeting room, dining hall, etc.)
- Be accessible to all learners
- Consider noise factor in regards to reading areas (e.g. kitchen, dormitories, dining halls, etc.)
- Have some light (natural and/or artificial)
- Have appropriate room ventilation
- Have a space for extension
- Have adequate size to give space for the collection of library materials, study spaces, reading areas for both young and adult learners, computer workstations, display areas, and work areas

for library staff and teachers

3.5.2.1 Self- evaluation of the School Facilities

Minimum Standard School Library Physical Infrastructure Checklist:		
	YES	NO
Space for all of your books and other library materials?		
Some books shelves		
Sufficient light to work easily?		
Strong and secure door?		
Weatherproof roof, walls, doors and windows?		
A dust free floor of concrete, cement or boards?		
Anti-termite paint on walls, shelving and around windows?		
Clearly labeled shelves and storage areas?		
No unnecessary items in store e.g. bicycles, cement etc?		
Score for the checklist		
9 'YES' answers = the perfect store		
6-8 'YES' answers = a good store but some problems that need attention		
3-5 'YES' answers = there are serious storage problems, which require the urgent attention of the Head Teacher, the SGACs and SLC.		
Less than 3 'YES' answers = the store is seriously below standard and must be upgraded immediately. Report the matter to Head Teacher, SGACs and invite the DEO/SEIs to visit the school to discuss possible solutions.		

3.5.2.2 Security of the Minimum Standard School Library

The following are standards for the safety and security of the minimum standard school library. School administration and SLC must decide on what is feasible to ensure the security of their school libraries and the safety of their students.

- A fire extinguisher(s) appropriately located and easily accessible including training to operate it
- First-Aid box
- Locks on the doors and windows with close-fitting bars
- Locking cabinets for specialized materials

In addition, the teacher/librarian/volunteer should be trained on the safety and health procedures.

3.5.2.3 Internal Layout

The minimum standard school library furniture includes bookshelves, a desk and chair for the teacher/librarian/volunteer, and at least one table and a few chairs for users. As a school increases their capacities, they should increase the library furniture to meet the needs of the users. Floors should be cement, tiled or concrete to minimize dust, termites, and humidity. Curtains should be hung in the windows to prevent sunlight from damaging materials. Walls should be painted with durable and bright colors (white: amabara akeye).

3.5.2.4 Shelving

Whatever the size of the minimum standard school library, it is important that the shelving is

adjustable and has integral supports and should be made of wood or metal. It is important not to position shelves too high for students to reach safely.

The universal standard thresholds for the bookshelves are listed below:

- 120 cm for nursery and primary schools
- 150 cm for lower secondary (O'level)
- 180 cm for upper secondary schools (A' Level)

Further recommended measurements for secondary schools are

- 30 cm height of the bottom shelf from the floor
- 90 cm length of individual shelves
- 17.5 – 20 cm depth for horizontal shelving for all stock
- 25 cm depth for horizontal shelving for oversize stock
- 30 cm sloping shelving for display / periodicals

SECTION IV

CLASSROOM LIBRARY GUIDELINES

4.1. Introduction

Welcome to Classroom Library! We are excited that you have chosen to impact learners' lives by supporting a library in your Classroom.

Rwanda Education Board envisions a well-resource, friendly Classroom library that runs to during breaks and designated library times. Learners engage meaningfully with leveled books that they can check out and bring home. Learners can read and take part in reading activities in a welcoming, supportive and non-threatening environment.

Learning materials at learners' reading levels need to be provided, and learner-centered activities are carried out to ensure that all learners, regardless of gender or ability, are involved and succeed in reading. Librarians, teachers, head teacher, parents, communities and government officials encourage and involve learners in reading for enjoyment and meaning.

REB plans to work with stakeholders to support Head teachers, teachers, librarians, parents and local community members to establish, manage and sustain Classroom libraries.

The library program includes the following components:

Appropriate Materials and furniture: Rwanda Education Board provides developmentally appropriate and culturally relevant reading materials, including storybooks, non-fiction, and other genres published through different partners' interventions.

Time to Read: REB expects schools to schedule a minimum time of at least one period of library time each week for every Classroom.

Professional Development : REB plans to conduct workshops for SEO/ DOS/HT and organize follow up support in school-based workshops for teachers on Classroom library management, reading activities, and library sustainability.

Purpose of Classroom library

- **Creates a Reading Environment:** Having books readily available in the Classroom, learners will be encouraged to read more books that match with their reading level and personal interest.
- **Supports Reading Instruction:** As Classroom library provides a collection of reading materials at different reading levels, teacher-librarian can match the books with the reading levels of the learners and thus allow learners to grow as readers.
- **Reinforces Language Acquisition:** By reading a variety of texts in Classroom libraries, learners' vocabulary increases, which improves reading comprehension and language processing skills.

Classroom libraries are “established” when they are first open for use by learners. To establish Classroom libraries, inputs include librarian orientation, distribution of furniture and books. Once the library is established, the focus is to ensure library management, and conducting library reading activities.

Classroom libraries are “functional” when library management and reading activities are running smoothly and effectively, school leadership is providing support for capacity building along with increased community engagement to ensure library sustainability.

Classroom libraries provide an important space for learners to enjoy books and to develop a habit of reading. The role of teachers and head teachers is very important in getting the Classroom libraries ready for learners to use and in keeping it operating for many years.

This section provides information on main responsibilities and the tools needed to set up and manage Classroom libraries.

4.2. An overview of Classroom Library

4.2.1 What is a Classroom Library?

A Classroom library can be defined as a set of books and other texts organized for easy access in the Classrooms. The Classroom library is an extension of the school library. This availability of reading materials greatly impacts learners' literacy development. The most effective reading programs are generally supported by the Classroom libraries. The Classroom teacher expected to be trained on Classroom library management and use and is expected to facilitate different reading activities in the Classroom. In this sense s/he will be called the Classroom librarian.

4.2.2 What is a Friendly Classroom Library?

A "friendly" Classroom library is a safe, comfortable place for learners, where they can read and enjoy books in a supportive, relaxed environment.

4.2.3 What is the Importance of a Classroom Library?

- i. High-quality, educational books are the heart of Classroom libraries. REB's mission is to give children access to quality books that will improve their education. Every book has a purpose and must meet certain criteria before being added to Classroom libraries. Every book has to be age and grade appropriate, educational and inclusive. A variety of interesting and age and grade appropriate reading materials should be displayed Classroom bookshelf for learners of all reading abilities
- ii. Time is scheduled for learners to read and check out reading materials from the Classroom library.
- iii. There is a Classroom librarian who is responsible for managing the reading materials in the Classroom library and doing reading activities with learners during library periods.
- iv. The purpose of a Classroom library is to provide students with the opportunity to select books independently.

4.2.4 Steps for setting up Classroom Library

There are seven systematic and easy steps to follow for setting up Classroom library:

- i. **Location:** The Classroom teacher will be responsible for identifying a space that allows for easy access to Classroom library resources. Furniture should be arranged so it is easy for learners to get reading materials and able to find a conducive place to participate in Classroom library activities.
- ii. **Shelving:** it is important that the shelving is adjustable and has integral supports. Shelving is usually made of wood or metal and comes in a variety of colors. It is important not to position shelves too high for students to reach safely.

Example of the standard bookshelf



- iii. **Seating arrangement:** In general, Classroom seating arrangement should be organized in a way that allows learners to freely engage in any reading activity. For example, you can decide to arrange and use mats, stools, tables, benches and chairs accordingly.
- iv. **iv. Classroom theme:** Classroom libraries provide easy access to books and the Classroom library may be the main source of reading materials for children. What is critical for all students is that the Classroom library has books that reflect the abilities and interests of the students and that books are easily accessible. Children need to read a lot of books to strengthen their newly learned reading skills. Often, they can't find the right books that they can read.
- v. **Organizing and categorizing;** For example, you can decide to put non-fiction books in one corner or sort by people and animal labels. You could also categorize reading materials by level, numerically or alphabetical. Setting up your Classroom library with a workable and practical system will help your learners find, use and return their reading materials. You could also label your shelves or book boxes alphabetically, numerically, by theme, fictional and non-fictional.
- vi. **Step up expectations;** Model, discuss, praise, revisit what reading in the Classroom looks like, sounds like, feels like. Take photos of learners reading. Revisit how to treat reading materials and revisit library rules.

4.2.5 Classroom library programs and services

4.2.5.1 Supporting Literacy Instruction

The school leaders and teacher in charge of the Classroom library should make sure that the Classroom library is equipped with adequate collection of fiction and nonfiction materials at all levels to accommodate many interests and abilities of students designing to check out books for take-home reading.

4.2.5.2 Helping Students Learn About Books

The Classroom library provides a place for teachers to teach and children to learn about books and book selection. Therefore, school leaders and SLC should make sure that the Classroom library enables students to learn about books and experience a variety of book genres and other reading materials in a smaller and more controlled environment than in the school or public library.

The Classroom library can be used as a great place to teach students effective strategies for selecting relevant, interesting, and appropriate reading materials for them apply these skills when they start using the school library. In addition, the Classroom library helps students to locate books easily and gives them room to get comfortable.

4.2.5.3 Helps students to become independent readers

Every good comprehensive reading program provides students daily time to read independently. Therefore the teacher librarian is expected to use the Classroom library as a resource to promote children's daily independent reading and self-selected that meet their personal, recreational interests.

4.2.6 Assessment of the Classroom library facilities

To enable an assessment to be made on the suitability of your space for Classroom library, complete the checklist below:	YES	NO
1. Have enough space for all of your books and other library materials		
2. Have sufficient shelving		
3. Have sufficient light to work easily		
4. Have a strong and secure door		
5. Have space for children to walk around the furniture, easily get books to read, and take part in reading activities		
6. Have special storage areas for special items e.g. wall charts		
7. Have clearly labeled shelves and storage areas		
8. Have no unnecessary items on the bookshelves e.g. rules, chalk boxes, dusters, etc?		
9. Have good decorative standards		
10. Have all the registers regularly and correctly filled		

4.3 Classroom Library and Management

4.3.1 Classroom Librarian

The designated Classroom librarian is overall manager of the Classroom library activities in the Classroom.

The main responsibilities are:

Before the Classroom library opens

- i. With support of the school librarian, the Classroom librarian should be oriented on Classroom library programs and services.
- ii. Work with school librarian to identify/select reading materials that are relevant to each Classroom
- iii. Record the details of new books in the Classroom receipt book register
- iv. Prepare/arrange the Classroom Book Checkout register
- v. Prepare a poster of the Classroom library rules and a chart of book care
- vi. Display the Classroom library rules poster and the book care chart in the Classroom
- vii. Identify 3-4 learners' volunteers from his/her grade and provide an orientation on some Classroom library responsibilities.

Ongoing management and use

- i. Ensure that the Classroom receipt book register is updated when new books arrive.
- ii. With the support of the Head teacher and school librarian, the Classroom librarian should find appropriate storage for reading materials in the Classroom.
- iii. With the support of the school librarian, the Classroom librarian should identify books that are age and grade appropriate for the Classroom library.
- iv. Teach Classroom library rules, book levels, care of books, and check out procedure to learners in their Classes.
- v. Make a timetable for reading in the Classroom.
- vi. Help learners find reading materials at their level by using possible techniques.
- vii. Model good reading and demonstrate pleasure in reading to encourage a culture of reading.
- viii. Check out books for learners, record details of returned books, and follow-up on overdue books.
- ix. Check the condition of books and repair when needed and put in place the book recovery mechanism for the Classroom.
- x. Oversee and support learner-volunteers in carrying out agreed Classroom library responsibilities.
- xi. Ensure all books and learning materials are put in the storage box/cupboard before weekends and holidays, and make sure that the box/cupboard is locked for security purposes.
- xii. Pro-actively encourage and support learners to read, regardless of gender or ability.
- xiii. Prioritize inclusive materials within the Classroom.
- xiv. Collaborate with school librarian in instructional design for the Classroom.
- xv. Collaborate with the school librarian in literacy and reading events and other activities at the Classroom-level.

4.3.2. Learners

Learner provides valuable input into the Classroom library development. Their involvement includes:

- i. Complementing the work of other Classroom library staff.
- ii. Being a positive role model.
- iii. Demonstrating to their peers a sense of ownership of the Classroom library.
- iv. Teaching their peers how to work as part of a team.
- v. Helping the Classroom librarian in the management and use of the Classroom library.

4.3.3 Learner Volunteers

Learner volunteers have a supporting role in Classroom library management after they are open for use. Responsibilities include:



When you enter this
LIBRARY...
 You are **READERS.**
 You are *authors.*
 You are *explorers.*
 You are **SCIENTISTS.**
 You are *artists.*
 You are **LOVED.**
 You are *kind.*
 You are *risk takers.*
 You are *a friend.*
 You are *one of a kind.*
 You are **IMPORTANT.**
 You are **RESPECTED.**
 You are **YOUR TEACHER IN
 THE LIBRARY...**
 Come in, **LEARN** about
ANYTHING you like!

- i. Assist other learners to check out reading materials during the breaks and, if appropriate, during the library period.
- ii. Re-shelve reading materials that have been checked in, or left on tables
- iii. Put reading materials into the storage box/cupboard before the weekends and before holidays
- iv. Follow up on overdue reading materials according to the agreed Classroom library rules.
- v. Put any reading materials that require repairing on the work area shelves.
- vi. Sort the books into fiction, Non-fiction and picture books and shelve the books.
- vii. Fill any empty spaces in the face-out shelf displays.
- viii. Be cheerful and approachable to everyone using the Classroom library, so that they all see it as a friendly place.

4.3.4 Head Teacher

The Head teacher has the main coordination and support role in ensuring the Classroom libraries are well set up and managed effectively. The main responsibilities of the head teacher are;

Before the Classroom library opens:

- i. Coordinate with SLC and school librarian to conduct an orientation on the Classroom library and ensure his participation along with the Classroom librarians.
- ii. Oversee the preparation of the Classroom libraries and arrange for any painting and/or decorating, if needed.
- iii. Make sure that each Classroom has a library period in the school routine.
- iv. Acknowledge the work of the learner volunteers in the Classroom library.
- v. Ensure that Classroom libraries are setup as per the guidelines.

Ongoing management and use

- i. Ensure the library is open during non-designated library periods, for example during breaks, lunch, free periods or other times.
- ii. Observe Classroom library management and reading activities and provide feedback to on how to improve.
- iii. Monitor Classroom library use on a regular basis
- iv. Ensure that the collaboration of the school librarian and the Classroom librarian.
- v. Actively engage with families and community to ensure they understand the purpose and use of the Classroom library and guide them in how to support learners' reading at home.

4.3.5 School Librarian

School librarians will be responsible for working closely with Classroom librarians to organize, manage and put in place systems to adequately utilize Classroom library resources.

4.4. Classroom management and tools**4.4.1 The Master reading materials register**

Each Classroom library will be required to use a master reading materials register. It contains a list of the reading materials for each Classroom library. The master reading materials register informs the Head Teacher, SLC and school librarian of the number and status of reading materials available in each Classroom library.

Accession number.	Date	Title	Author	Year	Publisher	Book /other reading material Level	Comments

The Classroom librarian is responsible for preparing and updating this register.

4.4.2 The reading materials Check Out Register

It is important that learners can take reading materials home to read. Checking out reading materials to read at home helps to promote and establish a habit of reading among learners. It also helps to engage parents in the learners' education. All Classroom librarians need to understand the reading materials checkout system.

The reading materials checkout register is the record of reading materials checked out and returned by learners in each Classroom.

#	Learner's Name/Level	Title	Accession Number (if appropriate)	Check Out Date	Date reading material Returned	Status of the reading material (When Returned)	Signature

A reading materials check-out register is kept in each Classroom library.

Each Classroom librarian prepares/receives a check out register for his/her own Classroom. Each Classroom librarian and the assigned learner volunteers are responsible for recording the learner's details in the register when they check out and return reading materials.

4.4.3 Steps to guide the Classroom book check-out system

BOOK CHECKOUT

Step 1: Select a book to check out. You can take up to 2 books home.

Step 2: Checkout your books.

Level 3 learners: fill out the information on your page/ on book register

Levels 1-2 learners: bring the book to the teacher or learner volunteer

Step 3: Return the book within 3 days/1 week.

Level 3 learners: fill out the book return information on your page

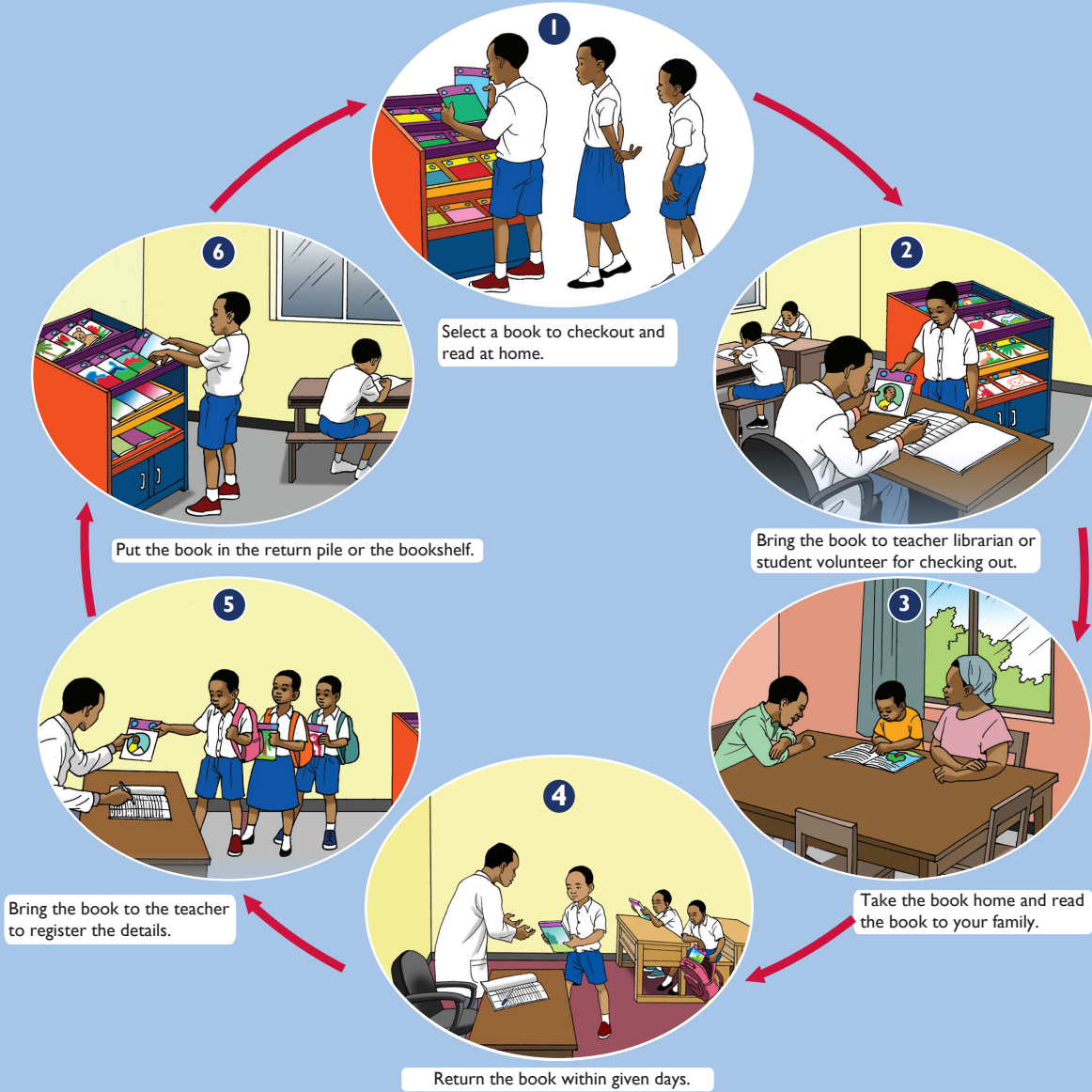
Levels 1-2 learners: bring the book to the teacher or learner volunteer

Step 4: Put your book in the return pile.

Exemple of book check-out poster



BOOKS CHECKOUT PROCESS



MY TIME TO READ

Leaders, allow teachers to give the books to the children to read at home. The more they read books, the more they learn to read well.

4.4.4 Classroom library Reading Activities Register

This is a record of the reading activities that have taken place in the Classroom during the library period. This information helps the Head Teacher to know which activities are being conducted so they can provide support to teachers. It is also used to help understand the impact of reading activities on the reading habits of learners.

Date	Teacher's Name	Activities: 1. Reading Aloud 2. Shared Reading 3. Paired Reading 4. Independent Reading 5. Other activities	Grade/ Classroom	Observation	Signature

The Classroom librarian fills out this register and keeps it with the other Classroom library materials.

4.4.5 The Classroom Library Rules and books care

The books and other reading materials in the Classroom library should last for many years. In order to keep the books and other reading materials in good condition, we must orient the learners' basic book and other reading materials care rules by using posters.

BOOKS CARE RULES

- Keep your books clean
- Turn the pages carefully and with clean hands
- Protect your book from bad weather and from animals
- Do not draw in the books
- Do not eat or drink when you are reading a book
- If the book is torn, give it to the teacher or librarian to fix

Example of Library rules

CLASSROOM LIBRARY RULES

- No food or drink in the Classroom library.
- Speak quietly when other students are reading
- Do not draw in the books
- When you have finished reading a book, put it back where you found it
- + 1-2 other rules for the specific school context.

Example of Book Care Poster



Example of Book Care Rules

1




Keep your books clean.

2



Do not eat or drink when you are reading a book.

3




Turn the pages carefully and with clean hands.

4



Do not draw in the books.

5



Put your books in a bag to keep them clean.

6



Protect your book from bad weather and from animals.

MY TIME TO READ

Teachers, keep in mind that children need to read books not only at school but also at home. Encourage them to bring the books home and take care of them.

Example of Library rules poster



LIBRARY RULES



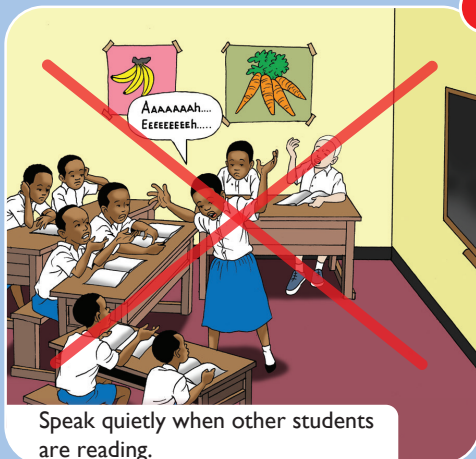
Listen to the teacher or librarian.



Do not take drinks or food when reading.



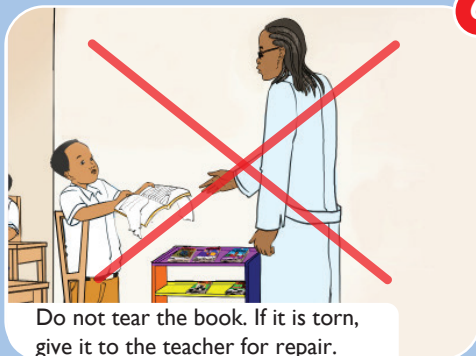
When you are done reading a book, put it back where you found it.



Speak quietly when other students are reading.



Check out books to bring them home.



Do not tear the book. If it is torn, give it to the teacher for repair.

MY TIME TO READ

Teachers, remember to register all books that students borrowed on a daily basis. Let's take care of our books!

4.5 Conducting Library period and reading activities

After opening the Classroom libraries, they should be ready to be used by learners. There are several initial tasks to do before learners start reading books and checking out books to read at home. Each teacher teaches the learner in his/her Classroom the **First 4** library periods on Classroom library after the Classroom library opening.

Learners need guidance to use the Classroom library properly while reading books in, and for checking out books to read at home. This guidance is in the form of “Library periods”, or procedures in the Classroom library and directions to follow to use the Classroom library effectively. The following are steps to guide teachers in teaching their Classes the **First 4 library sessions** during the first 4 library periods after the Classroom library is opened.

4.5.1. First 4 Library Periods

4.5.1.1 Library Period 1: Classroom library rules + reading activities

Key Steps:

- a) Welcome learners in the Classroom library.
- b) Show them the library rules chart.

CLASSROOM LIBRARY RULES

- No food or drink in the Classroom library.
- Speak quietly when other students are reading
- Do not draw in the books
- When you have finished reading a book, put it back where you found it
- + 1-2 other rules for the specific school context

- c) Read ALL the rules
- d) Clarify ALL the rules, and explain why it is needed
- e) Review the Library rules
- f) Conduct Read aloud or shared reading (for P1-P3) and shared /independent reading for higher grades.

4.5.1.2 Library Period 2: Book levels (level Matching) + reading activities

Key Steps

- a) Review the Classroom library rules
- b) Show the level marker/stickers on book (1 from level 1, 1 from level 3)
- c) Show and explain the text in each book (Red level has few/easier words, Black level has more/longer words)
- d) Get learners look at books on the 2-3 shelves
- e) Ask learners to go to the bookshelf to look at books and find books they can read
- f) Check the levels of the learners (in consecutive sessions)
- g) Advise learners to read books that match their reading levels.

- h) Conduct Read aloud or shared reading (for P1-P2) and shared /independent reading for higher grades

4.5.1.3 Library Period 3: Checking out books and reading activities

Key steps

- i. Review the Classroom library rules and book levels.
- ii. Teach the book check out procedure.
 - a. Select a book
 - b. Bring the book to the teacher/learner volunteer.
 - c. Teacher/learner volunteer records details on the Book checkout register. Teacher or learner volunteer will write learner's name, and the book information in the book check out register.
 - d. Leave with the book - Take the book home.
 - e. Return the book to the library, Teacher/learner volunteer records details in the book check out register
 - f. Put the book back on the bookshelf
- iii. Review the check-out procedure
- iv. Conduct Read aloud or shared reading (for P1-P3)

Note that: If the learners from Grade 3 and above can write the book information in the register- allow them to fill the information in the register. Teacher or learner volunteer can check the details.

4.5.1.4 Library Period 4: Taking care of books + reading activities

Key Steps:

- i. Welcome learners in the Classroom library.

BOOK CARE RULES

- Keep your books clean
- Turn the pages carefully and with clean hands
- Protect your book from bad weather and from animals
- Do not draw in the books
- Do not eat or drink when you are reading a book
- If the book is torn, give it to the teacher or librarian to fix

- ii. Show them the Book care rules chart.
- iii. Read ALL the rules
- iv. Clarify ALL the rules, and explain why it is needed
- v. Review the Book care rules
- vi. Allow children to check-out books
- vii. Conduct Read aloud or shared reading (for P1-P2) and shared /independent reading for higher grades

4.6 Classroom library Reading Activities

Library Reading Activities help learners to develop their reading skills and reading habits. For example, by listening to you read, learners can strengthen their language and vocabulary skills, and by answering questions about stories, learners can build their reading comprehension skills. Library Reading Activities consist of:

Reading Aloud

During read-aloud, teacher will read high-quality story books to learners. While reading aloud, teacher encourages active participation from learners by asking them to make predictions, answer questions, and review and retell the stories.

Shared Reading

During shared reading activities, learners are able to practice using their literacy skills under teacher's guidance and support. After reading the story once, teacher will read the story a second time, encouraging learners to read along and participate in reading if they like. Teacher will also encourage learners to re-read interesting words/sentences and to engage with the text by performing actions and sounds that relate to the story.

Paired Reading

In paired reading activities, learners have the opportunity to practice reading with their peers. After learner pairs have selected a text, they find a place to sit quietly and practice reading together. As learners are reading, teacher will monitor, support, and encourage their reading efforts.

Independent Reading

When reading independently, learners select a leveled text and then find a place to sit and read quietly. As learners are reading, teacher will monitor, support, and encourage learners' reading efforts.

Key Practices

- i. Read slowly and use gestures and expressions
- ii. Do not always read the same kinds of books to learners. Learners should listen to different kinds of stories
- iii. Monitor learners throughout reading activities
- iv. Encourage and praise learners for their reading efforts
- v. Allow time for learners to check-out books to take home at the end of the reading activity.
- vi. Teachers do reading activities within their classrooms in the scheduled library period.

4.7 Steps for Preparing the Reading Activity Schedule

- i. Prepare reading activities for each grade for the full academic year.
- ii. Break the yearly total of reading activities above for each Classroom, into smaller “blocks” of time
- iii. Spread the reading activities over the timeframe so that there is a different reading activity each week, if possible.

An example of classroom library activities schedule

Week	11	12	13	14	15
Activity	Reading Aloud	Shared reading	Reading Aloud	Shared reading	Paired reading
Week	16	17	18	19	20
Activity	Reading Aloud	Shared reading	Paired reading	Reading Aloud	Independent reading

The same format can be used to develop library activities schedule of other weeks and grades.

Classroom Library Reading Activities Observation Forms

As a coach, head teacher is expected observe the library reading activities using Library Reading Observation Form.

Example of observation form for read aloud and shared reading

Date	School Name	District/Province			
Grade	Teacher's Name	SEO/HT Name			
INDICATOR	Priority	Yes	No	Partially	Comments
BEFORE reading					
1. The teacher shows students the cover, introduces the book title and author, and asks students predictive questions about the book related to their lives.	1				
2. The teacher explicitly teaches 1-2 vocabulary words from the book.	1				
DURING reading					
3. The teacher reads with expression and gestures.	1				
4. The teacher asks 2-3 predictive questions.	2				
AFTER reading					

Date	School Name	District/Province			
5. The teacher checks students' comprehension by asking who, what, where, when questions	3				
6. At least some students have time to check-out books during the library period.	1				

Provide feedback to the teacher

What are 1-2 things the teacher did well?

What 1-2 indicators should the teacher focus on improving?

Example of observation form for paired reading and independent reading

Date	School Name	District/Province			
Grade	Teacher's Name	Coach Name			
INDICATOR	Priority	Yes	No	Partially	Comments
BEFORE reading					
1. The teacher give clear instructions for the activity.	1				
DURING reading					
2. The teacher listens to children read and asks questions.	2				
AFTER reading					
3. The teacher asks questions to help students share their books	3				
4. At least some students have time to check-out books during the library period.	1				

Provide feedback to the teacher

What are 1-2 things the teacher did well?

What 1-2 indicators should the teacher focus on improving?

4.8 Involve families and communities in the Classroom library

Why Is this Important?

Family and community involvement improve learners' education. Research shows that learners' interest and motivation to read is higher when parents encourage reading.

Family and communities are also motivated to get involved in activities that have clear benefits to their children. There will be increased family and community awareness and support of reading skills and habits to promote and sustain a culture of reading in the school and at home.

What to Do?

The head teacher and other school leadership are responsible for ensuring families and communities are engaged in the libraries.

As reference, these are some recommended activities the head teacher or school leadership could do:

Organize parent meetings and literacy events to demonstrate the benefits of reading and how reading can be supported at home

When to do it?

Before the library is open, the head teacher and other school leadership need to determine the activities to engage community.

After the library is open: With support from other teachers, head teacher can:

- i. Work with the school committee to organize reading events.
- ii. Share information about the library in parent and community meetings.

4.9 Continuous Capacity Building and Coaching Support

Before opening of the library, head teacher and all designated teachers will attend a school-based workshop on library management and library period activities which will be facilitated by SEO. The school-based workshop includes an introduction of this library guideline.

There should be online and offline video content to share and build capacity of all who are involved in Classroom library. Video will serve as an opportunity to practice analysis and personal reflection. The tone of voice, facial expressions, body language and gestures of the teachers and the learners will capture the reality of the acts and immediacy of actual Classroom.

Head teaches/SEOs are expected to visit each Classroom library at least once per month and support to ensure each library remains functional – one that operates smoothly and effectively as a child friendly library.

Training for School Staff

Orientation for Classroom Librarians

Before the Classroom library opens, the Head Teacher and the school librarian need to ensure that.

- Classroom librarian knows how to manage the library and how to conduct reading activities in library.
- School staffs have a clear understanding of everyone's roles and responsibilities for managing and facilitating the library period.

After the library opens, as part of ongoing support, a head teacher will work with a school librarian to:

- Organize refresher's training for all teacher-librarian (during the community of practice)
- Orient new teachers, as needed, on the purpose and features of the library, and the management activities required for an effective library.

Orientation for Learner volunteers

Getting student volunteers to fulfill some responsibilities in the Classroom library helps to reduce the teacher-librarian's workload and promotes ownership of the Classroom library among the children. The head teacher and Classroom-librarian should discuss and agree on the responsibilities that student volunteers will fulfill in the Classroom library.

It is recommended to select 3-4 students, preferably those who are interested in helping out in the Classroom library. Classroom Librarian provides an orientation on their responsibilities.

Library Management Observation Form

Below is a sample Library Management Observation form that can be used by Head Teacher or SEOs.

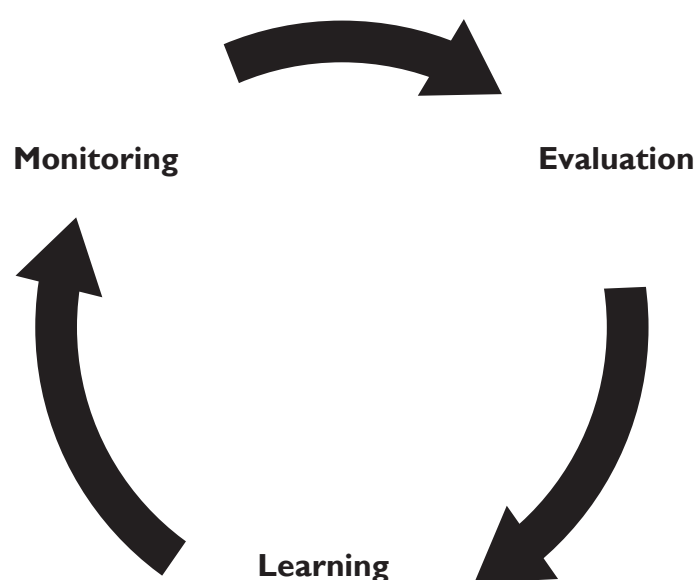
Date	School Name	District/Province		
Grade	Teacher's Name	SEO/HT name:		
INDICATOR	Priority	Yes	No	Comments
1. Room is set up to function as library: a. Room or Classroom library can be fully secured with locking to prevent theft b. Room does not leak during rain	I			
1. Furniture is set up and in good condition: a. Space is provided for children to walk around the furniture, easily get books to read. b. Shelves are arranged so that books are not exposed to direct sunlight or rain. c. The furniture is easily movable and free of dangerous parts such as sharp metal corners or exposed screws.	I			
2. Book register exists and is up to date when new books are received.	I			

INDICATOR	Priority	Yes	No	Comments
3. Books are displayed per guidelines: a. Books from each level are displayed together and the different levels are easy to locate. b. Books are displayed at children's eye level; children can reach the books.	2			
4. Student volunteer are there: a. Student volunteers are selected and received orientation b. Student volunteers are supporting library activities				
Yes' on all Indicators 1-5 is the Minimum goal for a library to be – "Established"				
5. There is a functional checkout system in place: a. The register has an up-to-date record of books checked out and checked in by children. b. At least 5 students from each Classroom per target grade have checked out books in the previous month	1			
6. Library time is scheduled: a. There is free time before/after school and during breaks for children to read and/or check-out books. b. There is library period scheduled at least weekly.	1			
7. Teachers/librarians conduct reading activities with students during the library period on a weekly basis:	2			
8. The school has held at least one parent meeting to discuss support for children's literacy and the library in the previous six months.				
9. The school has hosted at least one school-based literacy event for families and communities in year time.				
Yes' on all Indicators 6-10 is the Minimum goal for a library to be – "Functional"				
Provide feedback to the teacher				
What 2-3 things working well:				
What 1-2 things to improve from the priority area(s):				
FEEDBACK PROCEDURE: <ol style="list-style-type: none"> 1. Review the outcomes of the previous visit <ol style="list-style-type: none"> a. Was progress made? Were plans for improvement carried out? 2. Ask librarian what he/she believes is working well 3. Share the 2-3 things (from priority areas) that are working well that you observed 4. Ask the librarian/teacher to share his/her thoughts and ideas for improvement 5. Share the 1-2 things that need to improve 6. Agree on actions and plan for improvement and note below 				
Note:				

SECTION V**MONITORING AND EVALUATION FOR SCHOOL AND CLASSROOM LIBRARY****5.1 Introduction**

This section of M&E (monitoring and evaluating) is intended to be applied across all levels of libraries: standard, minimum standard, and Classroom. The monitoring and evaluation process are critical for the school library programs and services to improve the management, accessibility and usage of library resources to learners, teachers, and community members. But it is also important that the school library and the SLC collaborates with the stakeholders and learns from this process in order to adopt the rapid changes in the library development landscape. This creates a feedback loop effect where the school library is monitored by the school librarian, Classroom teachers, and SLC, and it is evaluated by the school administrators, SGACs, sector and district education officials, and Ministry of Education.

It is important that the evaluators at all levels capture best practices and areas for improvement. These school library guidelines set the monitoring, evaluation, and learning framework that can be used by the stakeholders to capture evidence-based information to inform quick decisions. Among the roles of the school librarian and the SLC is to facilitate the monitoring and evaluation process and learn from these activities. This is demonstrated by the figure below:



The monitoring, evaluation and learning processes will be guided by the following domains: school library management, school library programs and services, and school library physical infrastructure.

5.2 Approaches to School Library Monitoring, Evaluation, and Learning

The monitoring and evaluation guidelines outlined here are based on the indicators derived from national and international school library standards. An ideal library will meet the guidelines. A developing library will meet as many as possible, aspiring to grow in areas towards an ideal library. It is also expected that the Classroom library will be monitored and evaluated using the same framework. It is expected that the school leaders in collaboration with the SLC will continue to monitor and evaluate their school library, no matter the level of the school library.

Monitoring

Monitoring library programs, services and activities is a key responsibility of the school librarian. Monitoring is to be done on a daily and weekly basis. This is to ensure the school library is being well maintained and that the resources are being used efficiently. For the schools that do not yet have a school librarian, the monitoring process should be done by the DOS/Head Teacher in collaboration with the designated library staff, such as the teacher or community volunteer.

Evaluation

It is the responsibility of the school administration and the SLC to both facilitate evaluations conducted by officials including SGACS, Sector and District Education officials and MINEDUC, and to evaluate their library. School administrators and the SLC must keep in mind that the purpose of this process is to ensure that they are meeting the goals outlined in the mission and vision statements of their library. By conducting evaluations, they will assess the effectiveness of the school library across several categories including: library management and delivering programs and services to all users, and the quality of the physical infrastructure. Through the evaluation, they will gain insight into how to improve aspects of their library across the categories referenced above.

Learning

Completed M&E assessments will be used by relevant parties such as the library staff and SLC to stay informed of areas where the library performs well and where there is need for improvement. It is essential that the school keeps records of all previous M&E in order to track progress of library development. The SLC will be responsible to discuss M&E findings and instigate changes.

Through current and previous M&E findings, the school leaders and SLC will effectively put in place the action plan to achieve recommendations stated in the findings. All categories of libraries are expected to conduct the M&E-backed action plan and take responsibility to continuously improve to an ideal level and beyond.

School Library Ranking Score Matrix

Ranking Criteria	Standard	Minimum Standard	Underdeveloped
The school has library infrastructure with tiled floor, painted wall, lights, locked doors and windows and accessible to all users	80% - 90%	50% - 79%	0% - 49%
The school library has a enough reading space, chairs, desks , bookshelves, CCTV cameras,	80% - 90%	50% - 79%	0% - 49%
The school has a librarian with Bachelors' degree in Library and Information Science;With an assistant librarian who is a diploma holder in Library and Information Science	100%	50% - 79%	0% - 49%
The school librarian organizes reading and writing promotion activities 3 times per term at school level	80%-100%	50% - 70%	0% - 49%
Availability of print and digital learning and teaching materials for all subjects and some supplementary reading materials.	100%	70% - 90%	0% - 50%
Availability of a standardized catalogue system and Dewey Decimal Classification	80% -100%	60% - 90%	0%- 50%
Budget allocation for library activities	100%	70% - 90%	0% - 50%
The library is accordance to Dewey Decimal Classification	100%	60% - 90%	40% - 50%
The school has computers to enable user to access digital resources	100%	60% - 90%	40% - 50%
The school library has a library management system in place	100%	60% - 90%	40% - 50%
The school library has assistive technologies for people with disabilities	80% - 90%	50% - 79%	0% - 49%

Human Resource	
100%	Bachelors degree in LIS
50% - 79%	Diploma in LIS
0% - 49%	Language Teacher with short courses in library management
Literacy and reading promotion activities organized	
80% - 100%	Organizing reading and writing promotion activities 3 times per term at school and Classroom level
50% - 70%	Organizing reading and writing promotion activities 2 times per term at school level
0% - 49%	Organizing reading and writing promotion activities once or none in term
100%	Availability of print and digital learning and teaching materials for all subjects and some supplementary reading materials.
School library infrastructure	
80% - 90%	The school has library infrastructure on standard size with tiled floor, painted wall, lights, locked doors and windows and accessible to all users
50% - 79%	The school has library infrastructure with minimum room size with cemented floor , painted wall, lights, locked doors and windows and accessible to all users
0% -49%	No Library but store of LTMs with other school Items
80% - 90%	The school library has a enough reading space, chairs, desks , bookshelves, CCTV cameras,
0% - 49%	The school library has a minimum reading space, some chairs, some desks, some bookshelves

5.3 M&E Logical Framework for School Libraries

The following is the M&E Logical Framework that describes the inputs, activities, indicators, outputs, and outcomes in four different library domains: library management, library programs, library services, and physical infrastructure. This framework serves school administrators, the SLC, and library staff to better understand how different inputs have positive outcomes for learners, teachers and community members. Additionally, this framework serves as a basis for the standard school library checklist to monitor progress and evaluate success.

Domain	Input	Activities	Indicators	Output	Outcomes
School Library Management	Budget allocation for library staff and orientation/training	<p>Recruitment of a school librarian, school library assistants, teacher-librarian, etc.</p> <p>Orientation for school library staff and school leaders.</p>	<p>The school library has a full-time staff member.</p> <p>The school library has addition staff.</p> <p>The library staff and school leaders have gone through proper training for library management.</p>	<p>The school library is open during school hours.</p> <p>The school library is properly managed, maintained, organized, etc.</p> <p>Library staff understand how to manage the library and use the resources available.</p> <p>Library staff understand how to implement programs and services.</p>	<p>School library users can use the library resources.</p> <p>School library users are guided in using library resources.</p> <p>Teachers are trained to use library resources.</p> <p>Learners are trained in how the library should be used and familiar with the school library rules.</p> <p>Learners are trained in how to use books and other resources at school, in the Classroom, and at home.</p>

School Library Management	The school administrators, teachers, and SGACs decide to create the SLC.	The SLC is formed with members from all groups (learners, teachers, parents, and administration).	A functional and a supportive SLC is in place.	The SLC is meeting regularly. The SLC making appropriate and timely decisions on library management.	<p>The number of library users is increasing.</p> <p>The collaboration between the school library and the community is strengthening.</p> <p>Use of library books in the Classroom is increasing.</p> <p>The school library is systematically improving in collaboration with the SLC and other stakeholders.</p> <p>Schools with basic libraries are making targeted steps towards a standard library.</p>
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<p>School Library Programs</p>	<p>SLC approves a budget for programs and services.</p>	<p>The school librarian engages learners, teachers, and community members to assess the needs for promoting reading and literacy at school, Classroom, and community.</p> <p>The school librarian collaborates with teachers and school leaders to develop an instructional support plan.</p> <p>The school librarian in collaboration with the SLC and school leaders with develop a plan for continual professional development.</p>	<p>The school librarian organizes literacy and reading activities at school, Classroom, and in the community.</p> <p>The school librarian participates in Classroom instructional activities.</p>	<p>There are regular literacy and reading activities scheduled in the library.</p> <p>Teachers in collaborate with the school librarian organize literacy and reading activities in the Classroom.</p> <p>The school librarian engages community members to promote reading and literacy activities outside of the school.</p> <p>Classroom teachers collaborate with the school librarian in instructional design.</p> <p>School librarian will organize sessions with teachers on conducting research using school library matters.</p> <p>School librarians will organize sessions for teachers on how to use digital resources.</p>	<p>Learners participate in reading and literacy activities in the school library and in the Classroom.</p> <p>Learners, teachers, school leaders participate in the community reading and literacy programs.</p> <p>A culture of reading in schools, Classrooms, and in the community is realized.</p> <p>The relationship between the school librarian and the Classroom teacher is strengthened.</p> <p>The Classroom teachers frequently use library resources in their lesson planning.</p> <p>Learners and other library users frequently use library resources in their schoolwork and other Classroom activities.</p> <p>School leaders staff uses library materials for research.</p> <p>Classroom teachers will frequently use the school library resources to conduct research on their respective subjects.</p> <p>Classroom teachers will become digitally literate.</p>
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<p>Standard School Library Services</p>	<p>The SLC and the school administration solicits funds to expand the library collection from the local government/ NGOs/other funders.</p> <p>The SLC works with school administrators to allocate the budget to expand the school library collection.</p>	<p>The school librarian develops the collection plan for the library.</p> <p>The school librarian acquires the new books and other library resources.</p> <p>The school librarian should make the school library circulation plan and policies (accession).</p>	<p>The school librarian engages in the collection development for promoting usage from learners, teachers, and community members.</p> <p>The school librarian selects books and other library resources that are relevant to the users (learners, teachers, community members) and acquires the selected resources.</p> <p>The school library resources are properly organized and cataloged using a clear Classification system.</p> <p>The school librarian has a system in place for borrowing and recovering book.</p> <p>The school library resources are properly maintained.</p> <p>The library resources with minor damage are repaired in a timely manner.</p> <p>Irrelevant, out-dated, and severely damaged library resources are weeding and/ or replaced in a timely manner.</p>	<p>The school receives new print materials and digital resources for the school library.</p> <p>The school library receives more library users from the school, Classroom and community.</p> <p>The school library has an up-to-date catalog.</p> <p>The school library has a clear Classification system for shelving books.</p> <p>The school librarian has properly labeled books to help with organization.</p> <p>Books and other library resources are frequently borrowed by users.</p> <p>Lost books are frequently recovered using the Book Recover Systematic.</p> <p>Books and other library resource are properly maintained and re-shelved in a timely manner.</p> <p>The school library collection is relevant to the users and does not have severely damaged books.</p>	<p>The number and variety of library resources are increased.</p> <p>The number of library resources for those with disabilities are increased.</p> <p>Learners, teachers, and community members have access to range of library resources.</p> <p>The school library resources are easily accessible to all users.</p> <p>The school library is well organized.</p> <p>The number of library users increased.</p>
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<p>School Library Physical Infrastructure</p>	<p>The SLC works with the school leaders to solicit funds for improving the school library infrastructure.</p> <p>The SLC works with school administrators to allocate the budget for building a library (if necessary), buying furniture, and improving other the physical aspects of the school library.</p>	<p>The SLC and school leaders makes the infrastructure development plan.</p> <p>The SLC follows through with the infrastructure development plan by hiring a construction company/ engineer (if a new building in necessary).</p> <p>The SLC has developed a plan to enhance the security for the school library.</p>	<p>The school library is constructed in a strategic space on the school grounds that limits noise and other distractions.</p> <p>The school library is well-equipped and a conducive working environment for users in place (shelves, chairs, tables, posters, etc.).</p> <p>The school library has adequate lighting, comfortable temperature, and health and safety features (fire extinguisher, First Aid box) for users.</p> <p>The school library has security facilitates (locks on the door and windows, lights, CCTV, etc).</p>	<p>The school library building is constructed as per the expectations from the Ministry of Education.</p> <p>The school library has all the equipment and furniture needed to create a conducive working environment for all users.</p> <p>The school library users are secure, and the school library is prepared for emergencies (health and safety mechanisms).</p> <p>The security features protect the school library resources.</p>	<p>Library users have a welcoming space to study and read that is free from noise and distractions.</p> <p>The school library is an inviting and comfortable space for library users.</p> <p>The school library resources within the school library are secure.</p>
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5.3.1 M&E for Standard School Libraries

Steps for the School Librarian to Get Started with Monitoring and Evaluation

- Monitors school library activities.
- Develops the M&E Plan for the school library.
- Presents the M&E Plan to the SLC and school administrators.

5.3.1.1 M&E Checklist for a Standard School Library

The following checklist can be used by both monitors and evaluators:

Number	Indicator	Yes	Sometimes	No
School Library Management				
1	The school library has a full-time staff member (school librarian or teacher-librarian).			
2	The school library has addition staff.			
3	The library staff and school leaders have gone through proper training for library management.			
School Library Programs				
4	The school librarian organizes literacy and reading activities at school, Classroom, and in the community.			
5	The school librarian participates in Classroom instructional activities.			
School Library Services				
6	The school librarian engages in the collection development for promoting usage from learners, teachers, and community members.			
7	The school librarian selects books and other library resources that are relevant to the users (learners, teachers, community members) and acquires the selected resources.			
8	The school library resources are properly organized and cataloged using a clear Classification system.			
9	The school librarian has a system in place for borrowing and recovering books.			
10	The school library resources are properly maintained.			
11	The library resources with minor damage are repaired in a timely manner.			
12	Irrelevant, out-dated, and severely damaged library resources are weeded and/or replaced in a timely manner.			
School Library Physical Infrastructure				
13	The school library is constructed in a strategic space on the school grounds that limits noise and other distractions.			
14	The school library is well-equipped and a conducive working environment for users in place (shelves, chairs, tables, posters, etc.)			
15	The school library has adequate lighting, comfortable temperature, and health and safety features (fire extinguisher, First Aid box) for users.			
16	The school library has security facilitates (locks on the door and windows, lights, CCTV, etc)			
Comments				

Analysis of the Evaluation Checklist

Performance Levels	Yes	Description
Excellent	13-16 (80%-100%)	The school library meets almost all the required standard guidelines.
Very good	11-13 (70%-79%)	The school library addresses the standard guidelines well, but some aspects need improvement.
Good	10-11 (60%-69%)	The school library addresses most standard guidelines, but several aspects need improvement and correction.
Intermediate	8-10 (50%-59%)	The school library is developing and meeting some guidelines, but further improvement is required to generate a greater impact.
Poor	0-8 (0%-49%)	Little or no action has been taken to meet school library standards and provision lacks impact. Urgent action is necessary.

5.3.1.2 Self-Evaluation Checklist for the School Librarian

The following is a tool for the school librarian to monitor the standard school library and quickly identify areas of improvement.

No	Item	Yes	Sometimes	No
1	Does a school have a space for library?			
2	Does a school have qualified staff to manage a library?			
3	Do available library school resources are organized professionally? (Classification scheme, cataloguing)			
4	Does a school library have a budget?			
5	Library collection is enough (at least 50% of library user for instructional materials and at least 30% of library user supplementary readers)			
6	School library is open to students, teachers and community.			
7	School has a library timetable.			
8	Library rules are displayed clearly for students.			
9	Is the library policy implemented?			

10	Books and other resources are displayed at students' level (appropriate shelves).			
11	Books and other resources are properly stored and secured (physically and electronically).			
12	Is the space appropriated for the ages of the students? Ex: Mats for young ones(nursery), tables and chairs for primary and secondary students.			
13	School maintains a checkout record.			
14	School maintains a library management system.			
15	Library is used on a daily to weekly basis.			
16	Teachers use the library books in their lesson planning and delivery.			
17	School conducts daily-weekly reading and oral (speaking, debate, presentation) activities in their library.			
18	Teachers/librarian guide students in the selection of books.			
19	Students can check out books.			
20	Teachers bring library books into the Classroom.			
21	School conducts daily-weekly numeracy (games, puzzles) activities in their library.			
22	Does school library collection support the national curriculum (LTMs)?			
23	Does school library collection support the interest of the whole community?			
24	Does school library promote the use of ICT as learning tools (Computer Lab, Internet Connectivity and electronic resources)?			
25	Is the school library accessible to everyone including users with special needs?			
26	Does school library promote reading literacy (work produced by students)?			
27	Does the use of the SL collection impact positively performance of the students?			
28	Does SL have action plan?			
29	Do librarians get Capacity building?			
30	Library users were trained on the use of the library.			

Evaluation Scores for the School Librarian Self-Evaluation Checklist

Performance Level	Yes	Description
Excellent	24-30 (80%-100%)	The school library meets almost all the required standard guidelines.
Very good	21-23 (70%-79%)	The school library addresses the standard guidelines well, but some aspects need improvement.
Good	18-20 (60%-69%)	The school library addresses most standard guidelines, but several aspects need improvement and correction.
Intermediate	10-17 (50%-59%)	The school library is developing and meeting some guidelines, but further improvement is required to generate a greater impact.
Poor	0-9 (0%-49%)	Little or no action has been taken to meet school library standards and provision for impact. Urgent action is necessary.

5.3.2 M&E for Minimum Standard School Libraries

For schools working to develop their school library, a different checklist should be applied. When a minimum standard school library has achieved all indicators in the following checklist, the teacher/librarian/volunteer, SLC and school administrators should begin to focus on achieving a standard school library.

5.3.2.1 M&E Checklist for a Minimum Standard School Library

Below is the checklist that can be used in the monitoring and evaluation process. The indicators in this checklist are based on the steps outlined in the Minimum School Library Guidelines.

Number	Indicator	Yes	Sometimes	No
Getting Started				
1	The school administration and teachers have identified the teaching and learning materials that are available in the school.			
2	There is a teacher/librarian/community volunteer to manage the basic school library.			
3	There is a School Library Committee in place.			
4	The teacher/librarian has been trained on basic knowledge and skills for library management and use.			
5	There is a basic school library room that meets the physical infrastructure standards.			
Setting-up Basic Library Services				
6	The basic library has established library rules, opening time and the recovery book process.			
7	The teacher/librarian has made a plan for collection development and it has been approved by the SLC.			
8	New materials have been selected and acquired based on the collection development plan.			
9	The teacher/librarian has established a clear Classification system and has applied it.			
10	The teacher/librarian has established an accession register, and borrowing and returning rules.			
11	The teacher/librarian has established maintenance and repairing mechanisms.			
12	The teacher/librarian has properly labelled the bookshelves in the basic library based on the Classification system, displayed posters, library rules and other materials.			
Setting-up Basic Library Programs				
13	The teacher/librarian has conducted a needs assessment for identifying library programs.			
14	The teacher/librarian, the SLC, and the SGACs have engaged community members to identify other library programs.			
Continual Growth				

15	The school leaders and the SLC have organized and gone on a study tour to see a standard library.			
16	The school and community members have partnered to create joint efforts to promote the culture of reading.			
17	There is a long-term improvement plan to upgrade their basic school library to a standard school library.			
18	The school leaders and the SLC have created strategies to raise funds for their long-term improvement plan.			
Comments				
<p>Scoring Guidelines</p> <p>'Yes' = 1 point</p> <p>'Sometimes' = .5 points</p> <p>'No' = 0 points</p>				

Evaluation Score for Minimum Standards School Library Checklist

Performance Level	Yes	Description
Excellent	14-18 (80%-100%)	The basic school library meets almost all the required standard guidelines and should begin working towards a standard school library.
Very Good	12.5-14 (70%-79%)	The basic school library addresses the standard guidelines well, but some aspects need improvement.
Good	11-12.5 (60%-69%)	The basic school library addresses most standard guidelines, but several aspects need improvement and correction.
Intermediate	9-11 (50%-59%)	The basic school library is developing and meeting some guidelines, but further improvement is required to generate a greater impact.
Poor	0-9 (0%-49%)	Little or no action has been taken to meet basic school library standards and provision lacks impact. Urgent action is necessary.

5.3.2.2 Self-Evaluation Checklist for the Teacher/Librarian/Volunteer

The following is a tool for the teacher/librarian/volunteer to monitor the minimum standard school library and quickly identify areas of improvement.

No	Item	Yes	Sometimes	No
1	Does a school have a space for library?			
2	Does a school have qualified staff member to manage a library?			
3	Are the available library school resources organized professionally (Classification scheme, cataloguing, shelving)?			
4	Does a basic school library have a budget?			
5	Is the collection is sufficient (at least 50% of library user for instructional materials and at least 30% of library user supplementary readers)?			
6	Is the basic school library open to students, teachers and community members?			
7	Does the school have a library timetable?			
8	Are library rules are displayed clearly for users?			
9	Are books and other resources displayed at students' level (appropriate shelves)?			
10	Are books and other resources are properly stored and secured (physically and electronically)?			
11	Is there space for students (one table and a few chairs)?			
12	Does the school maintain a checkout record?			
13	Does the school maintain a library management system?			
14	Is the library used on a daily to weekly basis?			
15	Do the teachers use the library resources in their lesson planning and delivery?			
16	Does the conduct daily-weekly reading and oral (speaking, debate, presentation) activities in their library?			
17	Does the teacher/librarian guide students in the selection of books?			
18	Can students check out books?			
19	Do teachers bring library books into the Classroom?			
20	Does the basic school library collection support the national curriculum (LTM)?			
21	Does basic school library collection support the interest of the whole community?			
22	tools (Computer Lab, Internet Connectivity and electronic resources)			
23	Does basic school library promote reading literacy (work produced by students)?			
24	Does the use of the collection have a positive impact on the performance of the students?			
25	Does the basic school library have the collection development plan?			
26	Is the librarian been trained on library management and use?			
27	Have library users been trained on the use of the library?			

Evaluation Scores for the Self-Evaluation Checklist for Teacher/Librarian/Volunteer

Performance Level	Yes	Description
Excellent	21-27 (80%-100%)	The basic school library meets almost all the required standard guidelines.
Very good	19-20 (70%-79%)	The basic school library addresses the standard guidelines well, but some aspects need improvement.
Good	16-18 (60%-69%)	The basic school library addresses most standard guidelines, but several aspects need improvement and correction.
Intermediate	14-15 (50%-59%)	The basic school library is developing and meeting some guidelines, but further improvement is required to generate a greater impact.
Poor	0-13 (0%-49%)	Little or no action has been taken to meet basic school library standards and provision for impact. Urgent action is necessary.

5.3.3 M&E Feedback Form

This section is for evaluators of all school libraries. It is expected to be used by the sector and district education officials and SLC and it is intended to provide feedback for school library improvement.

School Name:	Sector/District:
Date:	
Evaluator and Position:	
Best Practices:	
Here the evaluator should write a short summary or bullet points of positive observations.	
Areas for Improvement:	
Here the evaluator should write things that need to be improved based on the information from the checklist.	
Recommendations:	
Here the evaluator should write specific and achievable actions for basic school library improvement.	

5.4 Learning Process

In order to put the findings from M&E report into practice, it is recommended that SLC in partnership with the school library staff create an action plan. This is a tool that can be used to address specific issues identified in the M&E process.

Sample of the Action Plan

	1st Problem/issue to be addressed:				
	Short description of the problem from the evaluator's report.				
	Desired outcome:				
	Short description of what the SLC wishes to achieve.				
Strategic actions	Responsible	Resources required	Starting date	Due date	Comments
Specific and realistic actions.					
	2nd Problem/issue to be addressed:				
	Desired outcome:				
Strategic actions	Responsible	Resources required	Starting date	Due date	Comments
	3rd Problem/issue to be addressed:				
	Desired outcome:				
Strategic actions	Responsible	Resources required	Starting date	Due date	Comments

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