



A School Library Built for the Digital Age!
2016 IASL Tokyo, JAPAN

PRESIDENT'S MESSAGE

Dear IASL Members,
I would like to take this opportunity to wish everyone a very Happy New Year.

January 1 marks the beginning of the new year in the Gregorian calendar, which many follow. However, different cultures mark the beginning of their new year at different times. For example, the Moslems celebrated the equivalent of their new year (known as Awal Muharram or Maal Hijrah) in mid-October 2015; much of East Asia (China, Vietnam, etc.) will be celebrating their new year on February 8, and much of South Asia (India, Sri Lanka, Nepal, etc.) will be celebrating their new year on April 14. This diversity of celebrations and cultures is important for us to understand, as we live in an increasingly multi-cultural and inter-connected world.

We in IASL are privileged to be exposed to so many different cultures. With members in 70+ countries, we get the opportunity to learn so much about different places, languages, festivals, literature, and many other things. We can use that knowledge to better prepare our students for this multi-cultural world. Take advantage of your IASL membership.

One opportunity to learn about a different culture is by attending the [IASL 2016 Conference](#) in Tokyo, Japan on 22 – 26 August. The

conference promises to be an exciting event for professional development, networking, and of course learning about the Japanese culture. Make plans for Tokyo, if you have not already done so.

The new year also brings about changes, be it in personal life, school systems, or even government policies. Within IASL too, there will be a major change in January 2016 – a new Secretariat. As many of you are aware, the Medical Library Association (MLA), which had so capably provided Secretariat support to IASL over the past five years, had decided to focus on their core business and would not be managing other associations. We conducted for a search for a new Secretariat, and after due process (explained in the article below), we selected **Penman & Winton Consulting Group** of Jefferson City, Missouri, USA as the new secretariat services provider. We welcome Penman & Winton, with Jill Hancock as our new Executive Director, and look forward to their support in assisting IASL develop school librarianship internationally.

Best wishes for a successful new year,

Diljit Singh,
President
International Association
of School Librarianship



PENMAN & WINTON TAKE OVER AS NEW SECRETARIAT

The IASL Secretariat has been managed by the Medical Library Association (MLA), which has also provided an Executive Director, since 2011.

Towards the middle of last year, MLA informed us that they wished to focus on their own association and core business activities, and would like IASL

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India; Featured Librarian;
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2015 Evaluation Report;
Namibia; Bookmark Exchange;
Advocacy Resources; Seychelles

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PENMAN & WINTON TAKE OVER AS NEW SECRETARIAT (CONT.)

to find a new 'home.'

We appreciated the support and time frame they gave us, and we started the process of finding a new Secretariat services provider. Requests for Proposals were sent out in August, and we received nine applications from individuals, associations, organizations and companies, coming from five different countries.

We set up a Review Committee comprising four Board members. We reviewed all nine proposals, using the criteria of job related skills (such as communication skills, school library experience, web management experience, quality of existing websites, office facilities, etc.), background factors (such as years and scope of experience, location, education, languages, etc.), and the fees that were asked. We also had follow-up email interviews with some of the applicants for clarification and elaboration.

After much deliberation, we selected Penman-Winton Consulting Group of Jefferson City, Missouri, USA, as the new provider of Secretariat services. At the time of writing, the handover from MLA to Penman & Winton is in progress, and is expected to be completed by mid-January. Once completed, Penman & Winton Consulting Group will take over as the Secretariat.

We would like to extend a warm welcome to Penman & Winton, and especially to **Jill Hancock**, who will serve as the new Executive Director of IASL. We look forward to working closely with them for the benefit of our association, and the international school library community in general.

We would also like to take this opportunity to extend our sincere appreciation and thanks to MLA and to all the staff there for the wonderful support they have given us over the past five years. Special thanks go to Maria Lopez, Kathleen Combs, and to Carla Funk, who very capably played the role of Executive Director of IASL at various stages. Thank you all for your services!

Introducing Penman & Winton

Beginning on January 1, 2016, IASL entered into a contractual agreement with Penman & Winton Consulting located in Jefferson City, as the new secretariat. Throughout the month of January 2016, Penman & Winton will work with MLA to transition services relating to the management of IASL.

Penman & Winton is a governmental consulting and association management firm established in 1994 by D. Scott Penman and David Winton. They provide association management to organization groups of all sizes. This service is specifically designed to accommodate organizations that may not need a physical office or full time staff. As a liaison between the board of directors and the association members, Penman & Winton tailors its services to meet each association's unique needs, specific services include: Office Management; Board and Committee Development; Membership Services; Planning and Execution of Events; Financial Management; Image Development; and Other tasks and duties as assigned by the organization.

Jill Hancock has been with Penman & Winton Consulting since 2002 and serves as the Director of Management Services. In her role, Jill oversees the management of 7 different non-profit associations.

Jill is an integral part of Penman & Winton, responsible for overseeing all aspects of client management, client event planning and management of the firm. Prior to joining Penman & Winton, she served as a Boards & Commissions Associate in the Missouri Governor's Office and a Constituent Specialist for a former United States Senator. Even though Jill will be IASL's direct contact, IASL will benefit from the experience of the entire Penman & Winton Consulting staff. Additional information on Penman & Winton may be found at www.penman-winton.com.

For any questions or to contact Jill Hancock or the Penman & Winton office directly, please call (+1-573) 635-6044 or email Jill at jill@penman-winton.com.

ISLM 2015 ACTIVITIES IN SEYCHELLES

Schools in Seychelles celebrated the International School Library Month from 19th – 30th October 2015. Even if the activities pertaining to the event were meant to take place during the month of October, the Ministry of Education decided to further lengthen it to the beginning of November. Various activities were organized at a school level, with the aim of promoting reading and the use of the school libraries.

At a national level there were two major activities to mark the occasion. The Ministry of Education was celebrating 35 years of the official existence of school libraries. An exhibition titled "History of School Libraries in Seychelles" was held on

the 21st October to commemorate the event. It was a success as most schools both from primary and secondary took part in the very colorful and informative exhibition. Its opening was well attended by ministry officials, head teachers, teachers, librarians, students and other invitees. The program for the opening was a very interesting one. For this special occasion a lunch was organized at Moloko Restaurant from 1:30 p.m. onwards. It was a time of fun and relaxation.

A two day workshop entitled "Animations en Bibliothèque Scolaire" was organized for the librarians, as a gist to encourage them to use the French language during the library activities. The primary librarians attended

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ISLM 2015 ACTIVITIES IN SEYCHELLES (CONT.)

the workshop on the 21st October and the secondary ones theirs was conducted on the 22nd October.

The workshop was conducted by Ms. Zita Labiche, an Assessment Officer responsible for French in the Centre for Curriculum Assessment and Teacher Support. The librarians found the workshops to be very fruitful and felt that they have been empowered with knowledge and skills to help them discharge their responsibilities and are looking forward to have more sessions of this kind.

Two events which were planned for October had to be postponed to the first week of November. These two activities were: The re-opening of the English River Library's Secondary School and Award for Librarians with more than 25 years of working experience. The re-opening of the above mentioned school library took place on the 5th November 2015. The place, which was in a dilapidated state, has now been renovated and refurbished with the help of SCAA and other partners. It is now equipped with modern facilities such as air-condition, computers, new books, and a set of comfortable sofa. The Minister for Education Mrs. MacSuzy Mondon, the two PS from the Ministry, PS from other ministries, CEOs, representative from SCAA, and other partners who contributed greatly in this endeavor attended the ceremony that day to celebrate this achievement of great partnership. The opening address was delivered by the school's head teacher Ms. Marie

Claude Morel, and Mr. Gilbert Faure from SCAA provided the keynote address. There was also a priest to bless the surroundings.

The Librarians who have been working in schools since the beginning were not forgotten, and on the 6th November 2015, 21 of them who have been working for more than 25 years were awarded a certificate and a cash prize. They were very delighted as it is the first time that such event has taken place. During the ceremony a librarian with 35 years of experience had the chance to share her 'parcourt' through her testimony. They were entertained by a group of students from Mont Fleuri Secondary School.

Marie-Annette Lawen

Senior Librarian

Ministry of Education, Seychelles

mlawen@eduhq.edu.sc



Image by M. Lawen

Award recipients in a souvenir photo with the Ministry officials.

ADVOCACY FOR SCHOOL LIBRARIES

The following article has been waiting for many months to be uploaded to the IASL website. In the meantime, it may be of use to some of you. A small number of links are to other documents which will also be uploaded to the website but the vast majority are functional. E. Greef

ADVOCACY FOR SCHOOL LIBRARIES

Compiled by Elizabeth Greef with some input from Lesley Farmer, May 2015.

Vision without action is only a dream.

Action without vision is just passing the time.

Vision with action can change the world.

Joel Barker

- The essence of advocacy: bringing about positive change through planning, implementation, evaluation, modification
 - Learn about advocacy using advocacy kits
 - Finding useful contacts and the right stakeholders – political contacts, publishers, cultural institutions, NGOs, school leadership, parents, students
 - Decide on goals and strategies:
- Articles
 - Brochures
 - Images, catchphrases and posters
 - Letters
 - Social Media
 - Testimonials
 - Video clips
 - Campaigns to raise awareness and mobilise
 - Community action groups
 - Crowd-funding
 - Reaching remote areas
 - Make connections to perceived needs, e.g. reading improvement, stronger research skills, improved results, better technology skills
 - Refer to evidence: Recent research on the benefits of school libraries and trained school librarians for students
 - Refer to important guidelines and statements
 - Create the plan

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ADVOCACY FOR SCHOOL LIBRARIES (CONT.)

- Implement the plan
- Evaluate the plan; modify as necessary
- Network; share ideas and what we have learned

1. The essence of advocacy – bringing about positive change through planning, implementation, evaluation, and modification

What advocacy is = action for positive change which may be in policies or attitudes or practices. Advocacy is carefully planned, implemented with sustained effort, then evaluated and modified as needed. Advocacy aims to bring about change, establish credibility, improve understanding of the school library's and librarian's role.

The target may be government, school, and/or community.

2. Learn more about advocacy using advocacy kits and articles

[Learnist Board](#) on school library advocacy

Advocacy kits

- 3.0 Where school is cool! [Frontline advocacy for school libraries toolkit](#)
- AASL – [Advocacy](#)
- [Action for Development through Libraries](#) Program
- ALA – [Citizens-Save-Libraries](#) Power Guide
- [ASLA Advocacy kit](#): A teacher librarian advocate's guide to building information literate school communities, 2006.
- California School Library Association. (2014). [Advocacy toolkit](#).
- [IFLA School Library Advocacy Kit](#)
- <http://www.ifla.org/publications/school-library-advocacy-kit>
- The campaign for the world's libraries guide: [How to participate and use the campaign](#)
- [ISTE Advocacy Network](#)
- Library advocacy in a [world community](#)
- [Library advocate's guide](#) to building information literate communities – from ALA, 2001
- School Library Advocacy. [The Advocacy Action Plan Workbook, ALA](#)
- [SLANZA Advocacy](#). Link to download Grass Roots Advocacy

A school library association can be a useful means to start advocating for school libraries. See the IASL document **Getting started: Ideas and Procedures for starting a School Library Association or Section** in the [IASL PD Library](#) (this will be re-

loaded on the website)

3. Finding useful contacts and the right stakeholders – political contacts, publishers, cultural institutions, NGOs

- Kachel, D.E. (2013). [Research that resonates: Influencing stakeholders](#). *School Library Monthly*, 24,8. This article gives advice on identifying stakeholders and 'massaging the message' appropriately
- Hainstock, C. (2013). [Bright Ideas: Advocacy – Influence and enchantment](#)
- [How to increase your likability infographic](#). Exploring ways to connect with stakeholders
- [Union-Active School Librarians and School Library Advocacy](#): A modified case study of the BCTLA and the BCTF. (2015). *School Library Research*

Enlist significant voices to speak on your behalf, e.g. as Margaret Atwood did in *The Advocate*, saying school librarians are not optional. Link to the article no longer exists.

4. Decide on goals and strategies:

See Karen Bonanno's article on strategies: [Seven strategies to develop your advocacy toolkit](#)

Articles

Write advocacy articles:

*for principals' journals. See Doug Johnson's tips on **Writing articles for non-library journals** in the [IASL PD Library](#)

*for library journals. See [Sample article on IASL](#) (this will be loaded on the website)

Ideas for articles supporting school libraries:

- [Invest in libraries](#): they are windows into digital literacy for adults.
- [Libraries of the future](#): Where trends are taking K-12 public school libraries
- [Are librarians still important?](#)
- Articles linked from the FB group Evidence Based Practice
- [Your school library](#) – help for better teaching outcomes
- [Librarians lead the way in edtech](#)
- [New report](#) hails librarians as drivers of digital transition
- [SKrashen](#) - Why invest in libraries
- [Libraries in the Digital Age?](#) Yes, they're still crucial
- [Neil Gaiman](#): Why our future depends on libraries, reading and daydreaming

b. Brochures

Example: ALA - [Every voice makes a difference](#) brochure

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ADVOCACY FOR SCHOOL LIBRARIES (CONT.)

Using the search terms –advocacy brochures school libraries - you can see many examples of [advocacy brochures](#) on Google images

c. Images, catchphrases, posters

Useful catchphrases, images and posters can help support your advocacy campaign

[Ad campaigns for books](#), bookstores and libraries

Images and catchphrases for campaigns that could be used as ideas for library promotions, displays and advocacy.

[100 things kids will miss](#) (if they don't have a school library in their school), Dr Nancy Everhart

[What do TLs teach?](#) Joyce Valenza

“Many reasons you need your librarian” [poster](#)

School libraries and student achievement [infographic](#)

“A trained librarian is a powerful search engine with a heart” [poster](#)

d. Letters

Write advocacy letters

See a [Sample advocacy letter](#) (this will be loaded on IASL website soon)

e. Social Media

Social media platforms can be employed for advocacy purposes

[Efficient Social Media Librarian](#): 10+ Awesome Resources to Populate Social Media. Includes Tumblr, Someecards, Facebook, Pinterest, Flickr, Getty Images and Creative Commons search engines.

Example: *What a difference a school library makes.* Facebook campaign by ASLA and ALIA

f. Testimonials

Provide opportunities to gather and disseminate testimonials

[I'm thankful for libraries because...](#)

[Libraries changed my life.](#)

g. Video clips

Using video clips can be a useful and engaging way to promote our profession and services

- Promoting your school library – [ALIA Schools](#)
- [Imagine the possibilities](#): Animated clip - school libraries moving towards the future
- [School library story](#) - Joyce Valenza: Explaining how the loss of school libraries affects children; call to parents to stand up for children's rights to a school library

- [Your child's school library](#): what you should know – The 21st century media program
- [21st century school libraries](#): US school library; nearly half an hour long but gives an example of how a school library is conveying its role to the community
- [Designed for learning](#): School libraries. UK school libraries promotional video; interviews with stakeholders; half hour long - CILIP
- [Iowa school libraries promotion](#): Teachers and teacher librarians working together. Focus on role of teacher librarians
- [Crittenden Middle School Library 2014](#): Presentation by a US school library explaining the role within the school
- [Mira Costa High School Library Orientation](#) 2014-2015: Get a read on this: Libraries bridging the digital divide
- [TEDx talk](#) by Andrew Roskill: The critical role of libraries in providing access to information: the gap between those who agree that libraries are important (95%) and the 52% who don't use libraries as much as previously

h. Campaigns:

The Hub, “Bibliopride”, ALIES, Cycling advocacy

Blogs or other sites may be used to run long- or short-term campaigns. These campaigns often give ideas for advocacy.

- [The Hub](#) – Australia. The Hub in Australia has been running an advocacy campaign for improving the quality of school libraries in Australia for some years. [The Hub: campaign for quality school libraries in Australia](#)
- [ALIES](#) – A library in every school – [international](#). Instituted by ENSIL and IFLA
- [Liberiamo / Bibliopride](#) – an Italian library advocacy campaign. Sponsored by the Associazione Italiana Biblioteche (AIB)
- [School libraries](#): From the Black Sea to the North Sea. A cycling advocacy trip and short-term campaign to raise awareness of the need for quality school libraries
- [We are the weather makers](#): Advocacy in action

i. Community action groups

Online community action groups can be employed to raise petitions on significant topics. These can easily be shared on social media and can be used as a means for political lobbying. Examples are **AVAAZ** and **GetUp**

A British AVAAZ petition on behalf of children and school libraries is an example: [Give UK school children the same legal rights to libraries that prisoners have](#)

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ADVOCACY FOR SCHOOL LIBRARIES (CONT.)

j. Crowd-funding

Crowd-funding provides a means to raise funds via the internet from a large number of people. There are many crowd-funding services to enable projects to occur but the models can be quite different and so it is worth spending time to ensure that the service chosen is appropriate for the service.

[Comparison of crowdfunding services](#)

k. Reaching remote areas

An example of reaching teacher librarians in more remote areas in Australia is the [Three Rs](#), a network for teacher librarians in rural, regional and remote Australia co-ordinated by Barbara Braxton through a Google group and a [Facebook](#) page: This strategy can be used to link more remote areas into advocacy campaigns as well as providing the opportunity for networking, mentorship and professional development.

["School Libraries: A Plan for Improvement"](#): This report from the National Literacy Trust (NLT) and Museums, Libraries and Archives (MLA) is based on the 90+ submissions of evidence, plus further evidence from various stakeholder groups including pupils, teachers, school librarians, head teachers and local authority staff, as well as an expert round table of organizations including CILIP, ASCEL, UKLA and Booktrust as well as SLA. Standing behind all this is also a huge piece of research based on a survey of 17,000 pupils. It refers to the benefits which school libraries bring to the quality of education in schools and talks about many different aspects of reading and literacy. It is a wonderful document for school library advocacy. I hope that this is helpful.

5. Make connections to perceived needs, e.g. reading improvement, stronger research skills, improved results, better technology skills

South African Equal Education: Libraries and the Bookery with slogan "One school, one library, one librarian"

[School Libraries](#): A plan for improvement

[One goal](#): education for all

6. Refer to evidence: Recent research on the benefits of school libraries and trained school librarians for students

Use current research to strengthen your position

See [School Libraries Work!](#) 2016 edition, and also **Recent school library research: Impact studies** by IASL Research SIG, coordinated by Helen Boelens (shortly to be uploaded to IASL website)

Concise Research to Assist in Advocacy

- [School Libraries Impact Studies](#): A link to many pieces of recent research on school libraries that demonstrate the impact of school library staffed by a qualified school librarian can make – very useful for advocacy

- [The value of school libraries in learning](#) – ASLA
- [School library research summarized](#)
- [School Libraries Work!](#) 2016 edition
- [Powerful libraries make powerful learners: The Illinois Study](#)
- [The research: School libraries, literacy and academic achievement](#)
- [School libraries, teacher-librarians and literacy at Gold Coast schools: Research findings](#): A report on Australian research into Gold Coast schools in Queensland, with a literature review and bibliography, explaining the methodology and results
- [School libraries building capacity for student learning in 21C](#)
- [Demonstrating the importance of school libraries](#)
- [Potential of school libraries and teacher librarians to contribute to improved educational and community outcomes](#)
- [Libraries boost learning!](#): A document from 2005 with a summary of a good school librarian, characteristics of a successful school library, an annotated bibliography and links to US state studies on school libraries
- [School librarians and student performance](#), Queen's University, Elizabeth Lee
- Queen's University – [Advocacy resources](#)
- [Impact of school libraries on student achievement](#) (2003)
- [Future learning and school libraries](#) (April, 2013)
- [One-to-one](#): let's have one librarian for every 1:1 school
- [The results are in](#): Libraries matter (Room to Read)
- [Value of school libraries](#)
- [Libraries improve literacy](#): the research
- [The school library: today and tomorrow](#) (IFLA). Trilingual: English, French, Spanish

Reading research to support value of school libraries

Stephen Krashen, Protecting [students against the effects of poverty: Libraries](#)

[How reading a little each week is a form of life support](#)

[Promote reading](#)

7. Refer to relevant important guidelines and statements

[IFLA School Library Guidelines](#)

[Alexandria Proclamation on Information Literacy and Lifelong Learning](#) (UNESCO, IFLA and the Na-

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ADVOCACY FOR SCHOOL LIBRARIES (CONT.)

tional Forum on Information Literacy)

[The Amsterdam Statement on school libraries and information literacy](#)

[The Lyon Declaration on access to information and development](#)

[The Prague Declaration: Towards an Information Literate Society](#)

[Standards of professional excellence for teacher librarians](#)

[UNESCO/IFLA School Library Manifesto](#)

8. Create your plan

Your plan needs to be based within the framework of your curriculum and own local setting.

9. Implement the plan

Put into action in a manageable way the strategies on which you have decided.

10. Evaluate the plan; modify as necessary

Implement the evaluation of your advocacy plan and process and adjust as necessary for the future.

11. Network; share ideas and what we have learned

- Discuss the process with other stakeholders and interested parties
- Collaborate on an advocacy plan
- Advise others on their advocacy processes
- Offer professional development to others on how to advocate for the improvement of school libraries and library services to children



The 4th Treasure Mountain Canada Research Symposium and Think Tank is coming! Mark your calendar now and plan to participate.

TMC4 Invitation to Participate

Growing Impact of Leading Learning: Standards of Practice for School Libraries in Canada

Co-teaching for Deeper Learning
Innovation for Learning
Building a Learning Community

Explore the website: <https://sites.google.com/site/tmcanada3/tmc4>

Contribute a paper: <https://sites.google.com/site/tmcanada3/tmc4/call-for-papers-tmc4>

Follow the blog: <http://tmcanada.blogspot.ca/>

Share on Twitter: #tmcanada2016

Plan to attend: <http://www.olasuperconference.ca/>

Registration for full conference experience includes TMC! Or register for TMC at great rates!

TMC4 Program Highlights:

Friday January 29, 2016 9:00 a.m. – 8:00 p.m.

- ⇒ OSLA Spotlight Speaker **Wendy Newman** - Bridging the Gap Between Us and “Them”
- ⇒ Many Super Conference sessions to choose from all day and EXPO too!

⇒ Closing Speaker **Wab Kinew** - Writer, Journalist, Associate Vice President for Indigenous Relations, The University of Winnipeg

⇒ Closing Reception for Super Conference

⇒ Opening TMC Dinner at Joe Badali’s with keynote speaker **David Cameron** - Research Director, People for Education; and challenge activity led by **Dr. David V. Loertscher** – Professor, San Jose State University School of Library and Information Science

Saturday January 30, 2016 8:00 am – 3:30 p.m.

⇒ Continental breakfast and boxed lunch

⇒ Interactive symposium led by Dr David V. Loertscher and Carol Koechlin

⇒ Focus speakers, Table Talks and papers by such learning leaders as Dr. Dianne Oberg, Monica Berra, Anita Brooks Kirkland, Diana Maliszewski, Alanna King, Deborah McCallum, Peggy Lunn, Judith Sykes and many more.

Special Extended Program from 3:30 - 5:00

⇒ Focused discussion and action planning on the future of school libraries in Canada in light of the proposed formation of a Federation of Library Associations to replace CLA led by Liz Kerr and Anita Brooks Kirkland

Self funded dinner to follow for those who can stay and keep on working.

ISLM AT B.V.B. VIDYASHRAM PRATAPNAGAR, JAIPUR

Reading is the passion of the greatest personalities of all times since ages which helped to pass on knowledge through generations. A good reading habit is an important tool for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve language proficiency.

Reading and reading habits are two aspects that have received increasing attention in recent years. Reading is a way to get better knowledge of one's own experiences and it can be an exciting journey to self-discovery. It transfers experiences to the individual so that the reader may expand one's horizons, identify, extend and intensify his or her interest and gain deeper understanding of the world.

The library is a part and parcel of any academic set up, a creation meant to serve and support the educational activities of the school, be it educational, informational, competitive, recreational and inspirational. In an age when browsing the net, playing with funky handsets, and passing non-stop SMSs seem to be the order of the day, reading a book in a peaceful corner of a library has become an archaic idea for most people. While technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air.

Reading aims to provide a congenial environment where in creative idea can germinate and exciting learning and innovative experiences can take place. Moreover it encourages readers to browse through books in a peaceful, pleasing and inviting atmosphere. This is precisely what the library at B.V.B. Vidyashram, Pratap Nagar endeavors to provide.

To keep this habit alive, the library celebrated International School Library Month in the month of October 2015. A number of competitions and activities were organized for the students. The celebration started with "D.E.A.R. (Drop Everything And Read) Activity" for all the classes LKG to Class XII to inculcate the habit of avid reading in them.

The inter section "Book Jacket Making Competition" was organized. Around 40 students from classes IV and V partici-

pated with zeal and enthusiasm. Students exhibited their creativity and innovation while making book Jackets, also called dust covers.

Inter Class "Book Talk Competition" was organized for classes VII and VIII during the ISLM. Students presented their talk on books written by Dr. A. P. J. Abdul Kalam in English and Munshi Premchand in Hindi. The participants displayed amazing levels of confidence, expressions and memorization. The competition was very successful in creating interest among audience to read the books presented.

The inter section "Bookmark Making Competition" was organized for classes VI and VIII. Children designed bookmarks using their creativity and writing about their favorite authors, including positive messages about reading, talking about social issues, and many more. Children also shared their designs & creativity with students from Croatia.

"Literary Quiz Contest" was organized for classes IX to XII to test their knowledge on a variety of literature topic. There were quotations about authors and their books, pictures, pen names, opening lines, etc. which was enjoyed both by participants and the audience.

Inter-Class "Book Review Writing" was organized for classes VI to VIII where students enthusiastically expressed their thoughts and ideas about stories and novels they had read. ISLM ends with the book Fair.

The library consciously strives to provide an ambience that invites children to browse and pick up good reads. Including this habit of reading has helped to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyze, and evaluate it with objectivity and fairness.

Dr. Sarwesh Pareek,

Librarian

Bharatiya Vidya Bhavan Vidyashram-Pratap Nagar

<https://librarybvbpjpr.wordpress.com/>

For more photographs visit [Flickr](#)



DENISE C. HOGAN LIBRARY: A SPACE FOR READERS AND RESEARCHERS

It was on September 28th 2015 at 10 o'clock that I managed to locate Denise C. Hogan Library situated opposite Mwarabu along Route 44 in Zimmerman Estate Nairobi City County. At that time, teachers in public schools were on strike over a controversial salary increment award.

On my way to Zimmerman, I conjured up the image of a noisy neighborhood with playful youngsters dotting the estate. However, this was and is not the case in this city suburb. The genius of an American lady Dr. Denise C. Hogan had done the magic. "She is the founder and now the patron of this information resource center where both adults and youngsters come to read books and revise for examinations," reveals Library Director Harrison Kilonzo.

The library was founded in 1995 when Dr. Hogan saw the need to provide space and allocate 1000 books and magazines for both the middle and lower class habitants of this area.

Many times Kenyans complain of deteriorating standards of education but without proposing any viable solutions. In Kasarani sub-county Denise C. Hogan Library in Kenya (DHLK) is a testimony of an individual's initiative to supplement the effort of the government in eradicating illiteracy and ignorance.

"Since this library was set up we have witnessed an improved performance in national exams in this region. Our children attend the library to read and also meet with teachers who assist them to go over their schoolwork," observes Mwaniki, a resident who owns an eatery next to the reading facility. His three children in primary school read from the library where they also meet their tutor for private coaching.

On the day of my first visit, I witnessed a replay of the magnitude of information hunger among youngsters from schools located in different parts of the country.

"We love to read. Adults blame us for being a generation who has replaced books with televisions, computers and mobile phones. This perception is wrong," lamented Ernest Kihia, Form Three in Chogoria Boys High School in Meru County. The young readers blame the lack of reading culture on overcrowded houses and neighborhoods, particularly in Nairobi.

"How do you concentrate on books at home when there is disturbance from crying babies, noisy children, visitors and the house helps banging crockery? Furthermore, how do you control those family members who love to watch soap operas?" asked Mary Wanja, Form One St. George's Girls, Nairobi. Apart from attending the library during the teachers' visits she is a regular figure during the school holidays.

"I enjoy coming to this library because there is a serene atmosphere conducive to reading. When faced with a problem in a subject area, we always turn to adult readers who are mainly teachers and university students," observes Moral,

Form Three, Nanyuki Girls, Laikipia.

From the enthusiasm exhibited by those who flock the library in the evening to revise for exams, there is an urgent need to relocate the facility to a more spacious building. The director discloses that more books are required to meet the demands of library users preparing for exams in accounts, business management, nursing, marketing, nutrition and catering. The library has in the past received books and computers from the USA based *Above The Seas* organization through Tomas Ryan who visited Zimmerman in September 2015. "We sincerely thank Tomas Ryan who has visited the library several times to donate books, computers and offer guidance on how to improve our services," quips Kilonzo.

The library is equipped with ICT facilities as evident from the presence of KCPE candidates revising from a tablet. There is also a cyber café which provides internet and WI-FI services for researchers.

"This computer room is my office. I am a consultant with an international agency. After research I compile my reports from here. With the internet I remain in touch with my clients all the time. This library has been a blessing to some of us who conduct business using the internet," observes Dan, a programs developer, based at Braeburn School.

With support from Safaricom Foundation, the library this year purchased 700 textbooks to increase the secondary school curricula book stock.

"Its reassuring that when we come here we access revision books that may not be found in our school library," notes Winnie Gathomi, Form Three, Maryhill Girls, Thika, Kiambu County.

To supplement donor support, there is a daily levy of KSh30 (\$0.29) and KSh50 (\$0.48) for children and adults respectively. Asked to comment on this fee, the users are unanimous that it is affordable.

"There is no other library in this estate with a population of almost half a million. Imagine going Thika, Buruburu or any other public library at Nairobi City center. Consider time spent travelling and the return fare. When I am on holiday I can read and go home for lunch. The services here are affordable and more convenient," observes Loice. She is an adult preparing for high school exams as a private candidate.

Reading within the estate, enables the library users to avoid the traffic jams and the hustle and bustle of the city transport culture. The library users peacefully walk home after the library closes at 9:00 p.m. They are also safe with the company of their neighbors.

Denise C. Hogan library has bagged many trophies in the area of readership development and library services. The library has participated in the previous Maktaba Awards usually organized by the Kenyan Library Asso-

(continued on page 10)

D. C. HOGAN LIBRARY: A SPACE FOR READERS AND RESEARCHERS (CONT.)

ciation, the Kenya government, Goethe Institute and other stakeholders. The resource center earned the trophy for the best library in Nairobi City County (2009) from [Above the Seas](#) (USA) which supports about 100 other community libraries nationwide.

Even with a staff of one person and volunteers, the library implements outreach services which include readership promotion campaigns in schools, training of school and community librarians, and assisting community based organizations to set up and manage libraries. The users have been very grateful for the support the library provides in this fast growing estate.

“When I came here I had just performed dismally in Certified Public Accountant exams. Previously I used to revise from home. I couldn’t work. After I joined this library I passed in all my papers and am now revising for the final stage,” says an elated Joan, an employee and a mother of two.

This effort to promote a culture of reading and to transform information-seeking behavior in this region has not been without challenges. “We stock foreign authored books. We need children story books, youth literature and text books by local publishers,” laments the director.

It is also evident that the facility is dire need of two or even more full time employees particularly individuals conversant with handling computers. The cyber cafe section provides short training programs in information technology. This responsibility is undertaken by volunteers; usually university students on vacation.

The main headache comes during rainy season when water from leaking pipes flood the library discouraging users and sometimes destroying resources. The facility ought to be re-

located to a building on a higher ground.

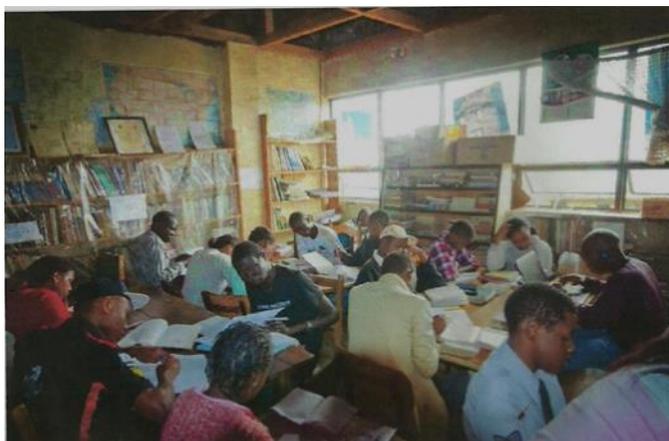
That notwithstanding, more people still flock the library in search of knowledge, information, and entertainment. Gradually there is an upsurge in the number of part time students particularly from Kenyatta University and Pan African Christian University. Even with this encouraging trend, adult male readers are conspicuously scarce.

In the year 2016 and beyond DHLK intends to work closely with educational institutions in this region to sensitize teachers, other adults, and children to make use of the library. For general readers there are daily newspapers, weekly and monthly magazines and specialized publications for information and leisure.

Business people can use the internet to file tax returns and learn about money lending institutions, head of schools and colleges can register candidates on-line and others can send and receive messages via the electronic mail.

In conclusion, after working at the library for three months it is my recommendation that efforts should be made to integrate information seeking behavior in the lifestyle of Kenyans. Informed humans are more productive. They observe tenets of democracy and can effectively contribute to the nation’s development. The Denise C. Hogan Library, has absolutely played a vital role in providing space and resources for those interested in improving their quality of life through education. This commendable initiative should be replicated in all other parts of Kenya.

George Jakoyo,
Readership Development Volunteer
Denise C. Hogan Library
Zimmerman Estate, Nairobi, Kenya
gojakoyo@yahoo.com



Reading session at DHLK



Director Kilonso with founder Denise C. Hogan

ISLM IN ZIMBABWE

October 2015 was a busy and tight month for me, but despite the challenges, with work pressure, examinations in local primary and secondary schools coupled with end-of-year school trips, I managed to squeeze my tight schedule to organize a belated International School Library Month at St. Paul's Primary School, Gweru, Zimbabwe.

Guest of honor, Mr. Hosea Tokwe

Activities revolved around the 2015 IASL Theme "The School Library Rocks!!!" The activities included a tour of the school library, poems, and drama from the St. Paul's Primary pupils, and finally a presentation of a book donation to the school authorities.

Speaking at St. Paul's Primary School, Mr. Tokwe said libraries play a pivotal role in providing the much needed and crucial dimension of information in its various content and context which opens the doors for individuals to be enlightened.

Mr. Tokwe went on to exhort St. Paul's Primary School authorities to develop their school library and encourage the School Development Committee to employ a qualified school librarian. He said a qualified school librarian will, among other things:

1. Bring up-to-date knowledge of what books will interest, stimulate and persuade children to expand their reading habits
2. Prepare and catalogue books that will be easily identified
3. Suggest and recommend books that will ignite and inspire young scientists, athletes, artists, and budding computer experts
4. Organize book clubs, book weeks, and reading marathons, creating an excitement and a buzz for reading and books
5. Inculcate a reading culture, by providing children with reading materials that attract their interest
6. Provide books that stimulate the imagination and creativity of children and young people
7. Organize, manage, and maintain a collection of valuable resources



8. Maintain a supportive and nurturing environment in the library and network environment to increase children satisfaction and academic achievement

The role of teachers, said Mr. Tokwe, would be to:

- Encourage effective use of the school library by children
- Boost the use of library resources, by providing assignments that require students to use library resources
- Teach children to learn how to use the various retrieval tools to access information

Mr. Tokwe also pointed out that school children should not leave Primary School without having reaped the benefits of deep engagement with books that influence their outlook on the world. Instead, pupils should be encouraged to read books that transform their lives, so that they emerge richer intellectually, with new questions and ideas about the world.

Finally, Mr. Tokwe encouraged the school to acquire a diverse range of reading materials that will motivate school children to read so that they have the freedom and opportunity to select reading materials that interest them.

Speech from the School Head

The School Head expressed her profound gratitude to Mr. Tokwe and the other two librarians from Midlands State University for coming and donating books to their school library. She said these books would go a long way to encourage teachers to continue motivating children to read and on their part enhance their Continuous Professional Development as teachers.

In addition, the School Head invited Mr. Tokwe to attend the following year to celebrate International School Library Month again and assured him of immense support in catering for all invited guests.

The event ended with a book presentation of box of books sourced from Darien Book Aid International, networking, and a delicious lunch.

Hosea Tokwe,
Chief Library Assistant
Midlands State University, Zimbabwe
tokwehosea@gmail.com



Images by H. Tokwe

IASL 2015 EVALUATION REPORT

It has only been five months since the IASL 2015 conference “The school Library Rocks: living it, learning it, loving it” has taken place in Maastricht, The Netherlands.

It was the first conference held in Europe since 2009 and it was a great success. The conference was fully packed with five keynote speakers, research papers, professional papers, workshops, posters, school visits, social events, and professional meetings. The extended lunch time offered ample opportunities for professionalization and building friendships through discussions and spontaneous meetings. The Information Market, with the IASL booth, the booth for the 2016 edition of the IASL conference and the silent auction as well as the attendance of sponsors and (international) exhibitors and relaxation area completed the total package of this past years’ conference.

The event brought 275 attendees to Maastricht, including 232 professional participants, 20 sponsors and exhibitors, and 12 crew members from 38 countries. The attendees shared the international school library visions together with their local solutions and provided a great mix of theory, innovation and best-practices.

The highlights of the event are pointed out in the evaluation results that we herewith present to you (laid out in the next page of this newsletter). We are particularly proud of the overall positive feedback on the 2015 edition of the IASL conference. We hope the presentation of the total evaluation (found in...)results will help future IASL conference organizers to streamline the content and logistics of the conference even better.

To the best of our knowledge, this is the first time evaluation results of an IASL conference are shared widely among the association members. We believe it is of the utmost importance to do so. First of all, we can all learn from the results and try to do better next time. Secondly, it is vital for organizations to be transparent about what they do and how they do it.

The IASL 2015 conference committee is accountable for this past year’s conference and we are very pleased that a respectable number of participants have taken the time to share their feedback and recommendations. We believe that because of the 36% of respondents to the online evaluation form, this evaluation offers a good representation of overall appreciation and criticism.

We hope that the evaluation outcome offers a good base to review the IASL Conference Handbook. The IASL 2015 conference committee will be happy to share their experiences and thoughts with the IASL leadership.

We’d like to highlight a few outcomes of the evaluation in this introduction*. The number of first-time participants was 47% which is a very interesting figure. The overall appreciation

of the IASL 2015 conference is very high: 33% much appreciated and 34% highly appreciated the conference in Maastricht.

The outcome of this evaluation point in the direction that IASL conferences meet the need for international gatherings. However, organizing an international conference and making this into a worthwhile event for IASL as an organization on the one hand and attendees on the other is quite an undertaking with considerable risks for IASL and the local organizers. Therefore, we would like to share the following questions for consideration:

- What should the role of IASL in the organization of the annual conference be? What can the local organizers expect from the executive secretariat, executive committee, and board of IASL?
- How do these expectations meet the financial obligations of the local organizers towards IASL?
- Are annual international conferences the way to go or should biennial or triennial conferences be considered?
- Is there a role for regional IASL conferences and if so, what would the support from IASL look like? In this respect, how should regional conferences relate to the international conference?
- Should IASL consider collaboration with other (international) associations (IFLA, ECIS) to organize international events?

We hope the questions above will be discussed in the Board of IASL as well as among the members and potential attendees of conferences. IASL is a members organization and the members have an important voice. This voice should not only be heard through the international conference and evaluation. Therefore this is also a call to start discussions regarding (international) meetings, its purpose and role, responsibility of the association, content, logistics, and desired outcome.

While we start discussions, we can at the same time, look forward to the next annual IASL 2016 conference in Tokyo, Japan. And, of course we wish our Japanese colleagues lots of success. We hope they will enjoy organizing the 2016 edition as much as we did organizing “The School Library Rocks: living it, learning, loving it.” See you all in Tokyo and keep on “rocking the school library!”

On behalf of the 2015 IASL conference team,

Lourense Das,
Director

NB: As we do not have evaluation results from earlier IASL conferences, the figures below cannot be compared with those results, which makes it difficult to draw firm conclusions.

IASL 2015 EVALUATION REPORT: HIGHLIGHTS

Comments on the organization and logistics

"Everyone friendly, helpful. The equipment worked, practically plug-in-and-play. Food was excellent - and so good to have coffee waiting on arrival in the morning. IASL desks friendly & helpful too; no panic, no rush."

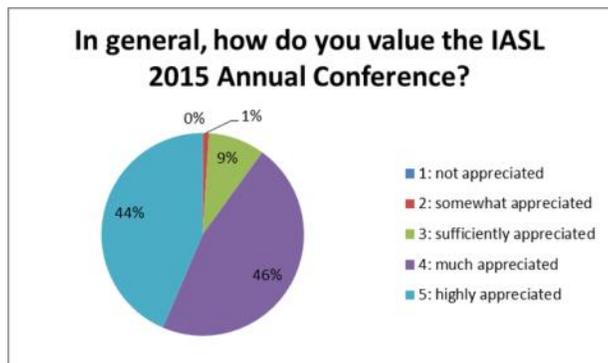
"Great to see big sessions using the auditorium, instead of just for keynotes only!"

"I noted one bracket of presenters were not introduced or thanked appropriately which I felt was sad given the amount of preparation put into their presentations and the distance they had travelled. Thank you to the information desk reps who rallied around, when I brought it to their attention, to provide a bell for one presenter who missed out."

"Technical support in the auditorium was fantastic!!!!"

"I found everyone particularly helpful and flexible. Highly effective organization! So many little details made this great including the bus pass, Maastricht as the destination in general, and the awesome presenter gifts. :)"

"This conference was well organized and all the presentations I attended (and keynotes) were interesting and useful."



Comments on the overall program

"The visits to schools shouldn't have happened only on the last day - because for most of the participants was the departure day"

"There was a lot to do about information literacy, I would have liked to have also practical tips and discussions. I think there could have been fewer sessions. The conference program was really jam-packed!"

"This was an excellent program with a varied and rich input from a wide range of presenters"

"Pre-conference was well worth attending"

"The presentations were practical, inspiring and the program had a good balance"

"The schedule was a little hard to read and I did not understand the codes until someone pointed them out to me"

"Time setting for poster session was before the Gala dinner, so many people left for changing of clothes"

"Excellent variety; very good selection of research speakers and excellent keynotes, especially Thursday morning"

"Many of the presenters' information was anecdotal rather than research papers. Some of the presenters should have had more information regarding actually what their presentation was about rather than going to a session and being disappointed"

"The workshops sometimes conflicted with other presentations, I thought it was a pity that participants had to choose. On 2 occasions I chose badly & missed great workshops. Maybe more of the research papers could have been available remotely with a collected session like the Poster Presentations. I really found that session valuable"

"Too much theory. Too little practical ideas"

"Good variety and session length. Perhaps some specific discussion slots would be useful"

Comments on the Professional Papers

"I really enjoyed the presentations I attended and will catch up on those I didn't that interest me. Professional papers I attended were very interesting, professionally challenging and a lot of fun!"

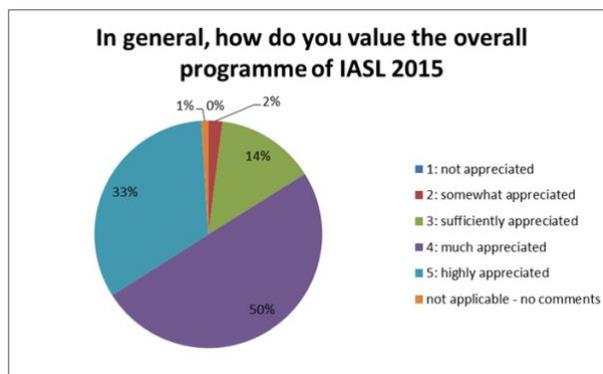
"Time was tight and a challenge for those presenting but just right as it allowed you to attend many and it kept the program moving"

"Lee Fitzgerald was brilliant"

"Like the practical ideas. Practicing TL's get on with the day to day jobs"

"Some professional papers were not so really interesting (there was no deeply insight)"

"The professional papers that I attended was really great and as a presenter of a professional paper, I think the ideas we are getting from other will help us improve and development our field of study."



(continued on page 15)

ISLM 2015 REPORT

I would like to begin this short report by acknowledging the past work of Breege O'Brien of the Irish Republic who has organized the bookmark swap for some years now. It is a huge job which involves many, many hours of work to find suitable matches for all those school that register, writing to advise all participants and replying to email queries about the project. Breege took a break from this work in 2015 to take care of her health and I look forward to having her back on the Committee in 2016.

I also wish to acknowledge participation in the committee of Sunita Malekar of India and Hosea Tokwe of Zimbabwe. Their contributions were invaluable.

In addition I would like to recognize the outstanding work of Veronika Kámán of Hungary. She coordinates a school librarian's association in that country and was responsible for making sure that 77 schools were registered for the exchange. This represents 4,516 students and their teachers. This was closely matched by Portugal, a country with a strong school library association, which had 4,691 students and their teachers participate. Another strong participating country for 2015 was Croatia with 3,397 students and their teachers taking part.

The 2015 ISLM theme was "The School Library Rocks." Usually the Committee tries to devise a theme that is different to, but aligned with, the annual conference theme, but this year we decided to keep the same theme as the fit for ISLM was perfect. Normally the committee would produce the annual poster and bookmark but due to unforeseen circumstances this was not possible in 2015. We apologize for any inconvenience this may have caused to everybody.

For the first time, registrations were made in a public, [Google spreadsheet](#) which shows the process of registration and matching which took place. This has proved to be a successful means of taking registrations and setting up suitable matches. The task of arranging bookmark swaps remains with the ISLM Committee.

The Bookmark Exchange

This year 257 schools worldwide, some with multiple campuses, took part in the bookmark exchange. This represents 25,741 students and their teachers with almost 26,000 bookmarks being exchanged across the world. Some students made more than 1 bookmark each. This involved 616 separate class registrations, thousands of email and 182 matched groups to ensure that all registered classes received the correct number of bookmarks.

• Australia	8 schools	759 students
• Canada	5 schools	476 students
• Croatia	70 schools	3,397 students
• England/UK	4 schools	611 students

• Estonia	1 school	38 students
• Hong Kong	5 schools	1,793 students
• Hungary	77 schools	4,516 students
• India	11 schools	1,802 students
• Indonesia	1 school	50 students
• Israel	1 school	148 students
• Italy	2 schools	55 students
• Jamaica	3 schools	355 students
• Pakistan	8 schools	1,991 students
• Poland	2 schools	51 students
• Portugal	38 schools	4,691 students
• Romania	13 schools	495 students
• Russia	3 schools	165 students
• Seychelles	2 schools	60 students
• Slovenia	6 schools	353 students
• Spain	3 schools	488 students
• Switzerland	1 school	240 students
• Taiwan	1 school	25 students
• Trinidad & Tobago	1 school	268 students
• USA	14 schools	2857 students

Such large projects are not without problems. The newness of the registration process saw individuals playing with the spreadsheet to find out how it worked. This led to data that had been entered being corrupted which in turn meant that some school contact details ended up being incorrect. Also, because the document was public some participants thought that they could make their own matches. This also led to some confusion and many emails to sort out misunderstandings. There were also the ongoing problems of some partners not fulfilling their obligations to their contacts. This leaves students, who have worked hard on their bookmarks, in anticipation of something good in return, being disappointed. The project operates on the good will of everybody who has signed up to take part.

The Skype Project

Skype was organized a little differently for 2015. 44 schools registered to Skype with another school somewhere else. This is 11 more than in 2014. Once registrations closed the list of contacts was sent to all registered participants who were then free to choose one or more partners. Countries represented were:

• Australia	4 schools
• Canada	2 schools

(continued on page 15)

ISLM 2015 REPORT (CONT.)

- Croatia 1 school
- Hungary 5 schools
- India 2 schools
- Indonesia 1 school
- Israel 1 school
- Lithuania 1 school
- Pakistan 1 school with 5 separate campuses across the country
- Portugal 8 schools
- Russia 1 school
- Singapore 2 schools
- Spain 1 school
- Trinidad 2 schools
- United Kingdom 1 school
- United States 5 schools

Whilst language, time zones, and technology are barriers which prevent many schools from becoming involved in the Skype project it is encouraging to see that with each passing year since the inception of the Skype project a few years ago, more schools are registering with the intention of finding out where it will take them and who they will meet. Perhaps you could Skype a school near you in 2016.

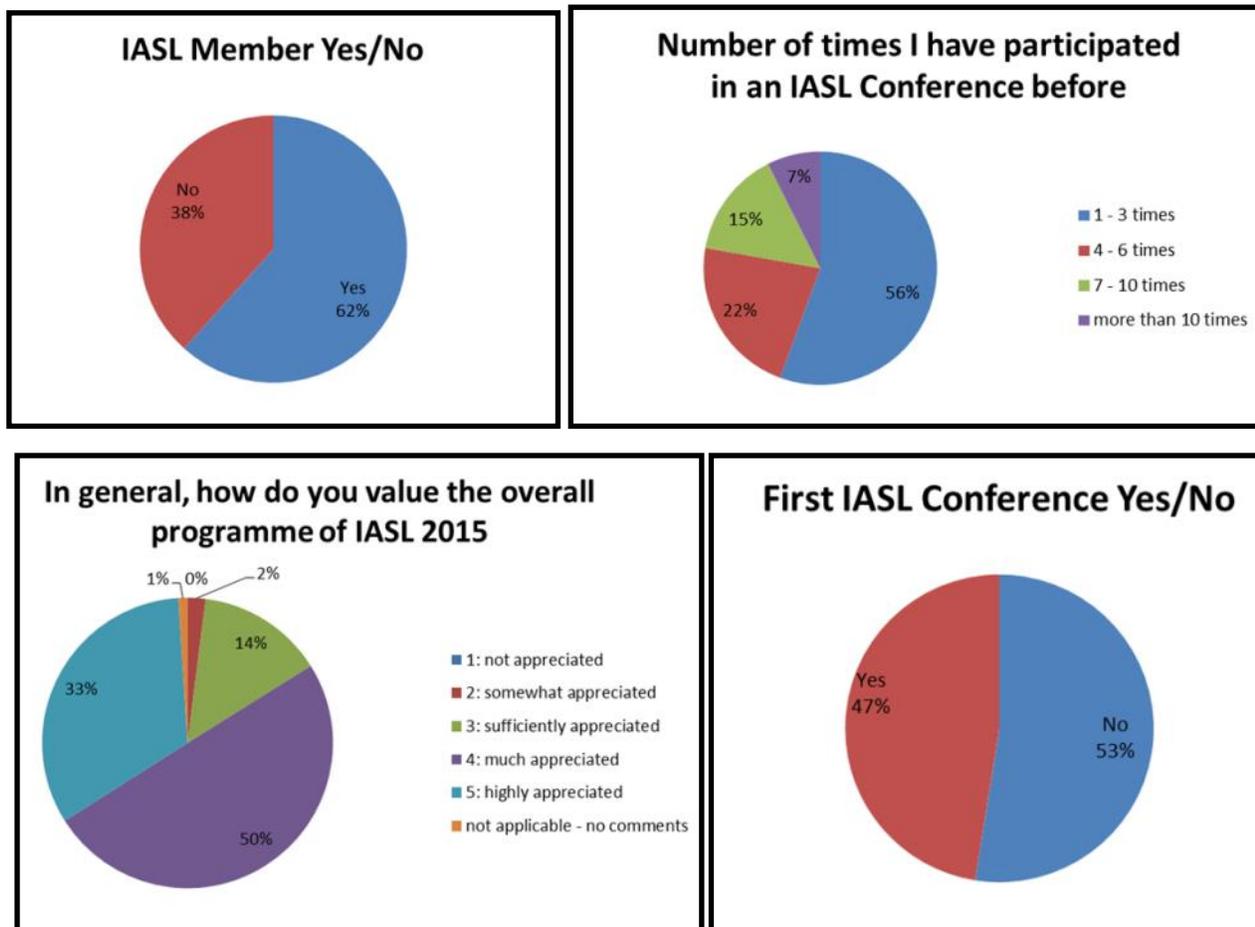
What People did for ISLM 2015

Schools around the world celebrate ISLM in many different ways. To find out what other schools did for ISLM in 2015 visit our [website](#).

If you would like to register for any of the ISLM projects in 2016 just watch the IASL website for updates. You don't have to be an IASL member to join in the celebrations. Encourage your colleagues to join in as well. It's free and fun. All you pay is the cost of producing the bookmarks and the postage to send them.

Marie O'Brien
 ISLM Coordinator
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IASL 2015 EVALUATION REPORT: HIGHLIGHTS (CONT.)



NEWS FROM HUNGARY

A busy year is starting for the School Librarians' Association of Hungary, which celebrates the 30th anniversary of its foundation. So this forthcoming new year is a jubilee year for us, which we'd love to celebrate in a special way with the members of our association.

First of all, a new publication is to be published within the series of "Little KTE Books." Our association publishes books and publications since 1995, according to the mission and everyday work of the school libraries and teacher librarians, giving support in the teaching methodology of the library-use, present the work of special libraries and treat with the history of our association. This book will be the 8th volume of this series, which is specifically edited and published for teacher librarians all around Hungary, supporting them in their work. This 8th book will present lesson plans for teaching information searching in the primary and secondary schools. The basis of this book will be those lesson plans which were presented as winners of our contest "This is How I Teach Information Searching," which was announced in October by the occasion of the International Month of School Libraries.

On the 4th of November we had our Autumn Conference which focused on the support of teacher librarians' work and teaching information research. As the education system of Hungary has been through many deep changes and teacher librarians are also facing many challenges, the School Librarians' Association wanted to create a platform which can really give a concrete and personal help with their work. Lectures and workshops were helping our colleagues to find both theoretical and practical help especially about the process of the evaluation of teacher librarians' work. We also celebrated the new winners of the SLA Memorial Awards.

This conference was also a good occasion to close together the International Month of School Libraries. We are thankful that some of our colleagues have shared their ISLM activities through our website also in English. These summaries can be read [here](#).

Veronika Kámán,
Responsible for international relations
School Librarians' Association, Hungary
ktegyesulet@gmail.com



foto: Domsódy Andrea, KTE



foto: Domsódy Andrea, KTE

Images by V. Kámán

NAMIBIA: CHILDREN'S READING AND THE STATE OF LIBRARIES

Namibia, that beautiful country with its wide spaces, its small population of 2.3 million and its many languages, became independent 25 years ago as Africa's last colony. Much progress has taken place in various domains since 1990 but Namibia still lacks a well-developed reading culture. There is no book buying culture and although the number of public libraries have tripled over the last 20 years, these libraries are unfortunately mainly used as places for studying school books that users bring with them. In schools most libraries are either seriously underdeveloped or virtually non-existent.

The Namibian Children's Book Forum has since 1988 been pioneering the promotion of a culture of reading, the production of children's books in all Namibian languages and the development of libraries. In 2011 the organization engaged

two universities, the University of Namibia and the University of South Africa to become involved in a four year reading research project. The study, entitled, "The reading behavior and preferences of Namibian children" was undertaken by a team of three consisting of Andree-Jeanne Totemeyer, Emma Kirchner, and Susan Alexander.

The study aimed to establish if Namibian Grade 6 students read and what they read, and if they do not read, why not, as well as the factors that might underlie this behavior. The study was conducted in 36 schools with 1,402 students in seven regions. Schools were selected that were teaching the six main languages (of the 13 recognized languages) as a subject. Schools in rural and urban communities that represented well-resourced, reasonably resourced and poorly resourced schools were included. Boys and girls (continued on page 17)

NAMIBIA: CHILDREN'S READING AND THE STATE OF LIBRARIES (CONT.)

were equally represented in the sample.

Results showed no significant differences in the analysis of gender between the reading behavior and preferences of girls and boys. Only 22.4% of students could be classified as readers, 18.8% of the 1,402 students were mainly story readers, while 3.6% were mainly readers of non-fiction. It is a matter of concern that 78.6% of the Grade 6 students selected for the study do not read in their free time.

Many respondents indicated that they find reading both in English and in the mother tongue too difficult. The majority of respondents demonstrated a lack of even the most basic knowledge of print media/reading material and in addition, most of them have no access to computers for electronic information retrieval.

The study also included 88 language teachers who underlined the poor state of information provision at schools, due to the lack of adequate libraries and reading materials. Seventy percent of Namibian schools are rural. It is worrying that the small and unbalanced school libraries in many Namibian schools could be the only source of information for many children as public libraries and resource centers are generally out of range in the rural areas. Only 47.1% of schools have libraries with more than 500 books and in many homes there are no books either, so these children have nothing or almost nothing to read, particularly in their mother tongues.

For a long time the indigenous languages have been neglected with the result that very few children's books are

available in these languages. Most publishers find that publishing in the African languages is not economically viable unless state subsidies or donor funding can be found.

The study furthermore showed that the majority of students come from uneducated families, living in basic information-poor conditions. They do not receive assistance with homework and very little or no money is available to buy books. Many rural students are hungry most of the time and walk to and from school over vast distances. There is no time after school for reading as homework takes up all available time. Presently television is still playing a minor role in rural Namibia. Only 19.1% of all student respondents indicated that watching television is a major activity after school, and a third rarely or never watch television.

Most readers come from well-resourced schools (37.8%) and urban schools (36.5) even though percentages are alarmingly low. Only 16% of students from poorly resourced schools are readers and only 17.3% of the rural students emerged as readers.

The study concluded with extensive recommendations and proposals aimed at reducing the percentage of students who do not read. These included:

- Ways to support reading motivation and engagement as well as reading proficiency in English and the mother tongues, also by using available technology.
- Recommendations on increasing publications in the indigenous languages and ways to facili-

(continued on page 18)

"FEATURED LIBRARIAN" HONOR AND NOMINATIONS

Do you know a school librarian who tirelessly advocate for his or her students? A librarian who deserves to be recognized for his or her outstanding efforts?

IASL's Social Media began a new event called "**Featured Librarian**" which will run quarterly, where a member of the Association will be highlighted on Facebook and Twitter, as well as this newsletter.

Here are the general guidelines:

- ⌘ Members can only nominate other members, not self. Non-IASL members are not eligible
- ⌘ Candidates' must have a valid e-mail and mailing address
- ⌘ Those who wish to nominate a librarian must send an email to the Information Coordinator, Mrs. Carol Yousif, for review
- ⌘ Only the Information Coordinator will contact the nominees

Once a "Featured Librarian" has been chosen, Mrs. Yousif will send a short questionnaire to the nominee. He or she will receive a certificate and his or her photo and story will be shared across IASL's Social Media platforms.

We want to see the faces of IASL members, learn more about their libraries and projects, and be inspired by their actions. **This is in no way a competition**, but a much needed opportunity to recognize those who do so much for others. Please know that there are no monetary prizes.

Nominations can be already be sent for April's edition of this honor.

Please read all about our very first "Featured Librarian" in the last page of this newsletter.

Carol Yousif
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Taipei American School, Middle School Library
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NAMIBIA: CHILDREN'S READING AND THE STATE OF LIBRARIES (CONT.)

tate better access to reading materials, especially in deprived areas.

- Proposals to improve availability of reading materials through the development of school and community libraries as well as recommendations on the training of language teachers and school librarians.
- Proposals to share stories and cultural knowledge, also by involving parents with the school.
- Highlighting the value of reading to promote understanding of the self, others, and the world.
- A strong case to address the poor socio-economic conditions of Namibian children.

The three researchers presented their 270 page report to the Minister of Education in July 2014. Their recommendations were received very positively.

An article based on the findings of the study, was published in the accredited, peer-reviewed electronic journal, Mousaion under the title "The reading behavior and preferences of Namibian children". (Totemeyer, Andree-Jeanne, Emmarentia Kirchner and Susan Alexander, Mousaion Journal Volume 33 issue 2, 2015).

In July 2015 the Oshikoto Regional Office launched an exciting initiative, the Smart Reading Project. The aim is to develop reading and libraries in the 212 schools of the Oshikoto region. The division for Culture and Lifelong Learning in the regional office, spearheaded by Elizabeth Mwaala, is investigating the state of school libraries and gauging the perceptions of deci-

sion-makers as regards the need for and importance of libraries. One of the aims of the project is to identify the reasons for the lack of progress in this domain.

A survey by means of questionnaires and interviews to collect data from various stakeholders is in progress. In July 2015 Andree-Jeanne Totemeyer was engaged to conduct a workshop in Tsumeb for education officials, senior teachers and librarians who were earmarked for data collection and analysis in the Oshikoto Region. During the workshop six questionnaires and two sets of structured questions for interviews were finalized.

Information was gathered late in 2015 from 212 school principals. The instruments for data collection from teachers, students, education officers, inspectors, councilors and community members including parents are ready for implementation early in 2016.

Ultimately the project aims to develop a well-informed and authoritative business case and invite donors to assist in monetary terms towards a "Smart Reading Project" in the schools with a view to promote reading and the efficacious development of school libraries.

It is hoped that this encouraging initiative by the Oshikoto region will inspire the thirteen other Namibian regions to become active in this regard as well.

Dr. Andree-Jeanne Totemeyer,
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RECEIVING BOOKMARKS FROM ACROSS THE GLOBE

Taipei American School (TAS) students are remarkably lucky: they attend a school with not one but with four libraries! Children in lower, middle, and upper school have access to a division library each, and in addition they can visit the Chinese Library.

However fortunate these children are, they get excited by new things like any other child their age would. When I approached the two grade six English teachers and asked if the students would like to participate in IASL's ISLM Bookmark Exchange, the teachers promptly replied "Yes!"

25 students signed up for the activity, and each one created a bookmark using different materials. Our school was paired with one in Croatia, and the students anxiously waited for the arrival of the bookmarks. Despite a slight delay on the delivery, they were so excited to receive bookmarks from a child they had never met, who lived faraway, and led a completely different life. It was truly a great moment for them.

At TAS we hope to continue to be a part of the ISLM Book-

mark Exchange Project in upcoming years. If the numbers of children signing up is an indicator of success, next year we are going to ship out a much larger box of bookmarks!

Carol Youssif,
Taipei American School Middle School Library
youssifc@tas.edu



Image by C. Youssif

IASL'S FIRST EVER "FEATURED LIBRARIAN" WINNER

Please tell us your full name, place of work, and job title

My name is **Klára Szakmári**, I work in the Budai Nagy Antal Secondary School as a teacher librarian.

Can you tell us your city and country of work?

Budapest, Hungary.

What is your favorite part of being a librarian?

My favorite part of being a librarian is to work with students in a customized, individual way; to rise their interest on different topics; conversations.

What made you become a librarian?

Why did I choose this vocation? I feel that it was the vocation which chose me. My life situation, my personality: I was always a lively type of person, loving to organize events, unfolding in community among other people. I was sure that I wanted to work with children - and to work in a library, that arose because of my mother: my father was a teacher, my mother was a librarian. What else could I become than a teacher librarian?

I believe that the force of the example matters the most: I'm just doing my everyday work in the library, and I show this also to my colleagues in the school. That is:

- to teach library use,
- to help to evolve the information literacy with the help of library tools,
- to prepare and support school lessons,
- to deal with questions connecting to learning methodology,
- to organize school library programs like Day of Folk Tales, book auctions, Day of Poetry, reading campaigns, IASL's International Bookmark Exchange Project, A Night in the School Library etc.),
- to develop model programs for the National Library and Museum of Pedagogy,
- to evolve model documents for the teacher (librarian)s' portfolio document and about the school library pedagogy work according to the new Hungarian education qualification system,
- school library consultancy where I can provide an individual support to the colleagues.
- I direct the School Librarian's Association in Hungary.

Isn't it already too much? I was doing these during many years working together with many colleagues.

Tell us about a special project you have undertaken in your work that has had a positive impact on our field.

A *Witchy Night in the School Library* is a project which I'd love to show more in details. A Night in the School Library is a

program which I organize in every year, connecting to a national campaign in which you can take part with school library nights like this.

During the *Witchy Night in the School Library* the main topics were witches and wizards. After a music overture and some welcoming words students had the opportunity to take part in different group and individual activities. Group activities were like quizzes about witches, to make herbal "magic" tea and ointments, to get to know healing herbs, famous women who were said to be witches, magic square quizzes, witches in the literature - and so on.

For those who wanted to have an activity individually there were also many programs like witch face painting, magic tool crafts, photo and selfie making (Who's the most beautiful witch?), take a witch joke, English tongue twisters about witches, recommending books about witches, witches in the arts (exhibition with reproductions) etc.

We also had our student's favorite: to build a book domino from the entrance of the school along to the entrance of the school library - launching it using a magic wand and incantations.

At the end of the day we had a surprise dinner in the dining room of the school. In addition students had a retro bedtime story slideshow about Hansel and Gretel. Just after the tale the school librarian (the Main Witch!) emitted dream with magic to the children.

Next morning after waking up to the morning chant of the Main Witch we were coming back to reality: having a nice breakfast together and flying back on our witch's brooms to our School of Witchcraft and Wizardry: the secondary school lessons.

Can you tell us something interesting about you (things you like, hobbies, etc.)?

My hobby is to create marbled paper and silk. Here you can see my works on my [website](#).



Image by K. Szakmári