ZIMBABWE LIBRARY ASSOCIATION (ZIMLA)
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School libraries: a Key to the Past, Present and Future

School Libraries: Which Way Forward?: a focus
On Recognition of School Libraries & Librarians

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**School Libraries: Which Way Forward???: a focus on recognition of School Libraries & Librarians**

**Abstract**

It has been a worldwide cry that school libraries strive for recognition and support. This paper aims to address pertinent issues revolving around school library services. It aims to answer such questions as: - What is the purpose and value of the School library? What is the reporting structure of the School Librarians? Does the School Librarian need to be a qualified individual? What is the relationship between the Library and other Departments in the school? What is the role of the SDC? In any case, who are the stakeholders in a school library setting? And many more. There must have been a need realized which led to the formation and adoption of the IFLA/UNESCO School Library Manifesto in 1999. The paper discusses the standards spelled out in the Manifesto.

The paper is intended to evoke fruitful discussion among participants and stakeholders about the way forward in assuring that school libraries are adequately staffed with qualified and knowledgeable Librarians, who will make a positive impact in service delivery in line with the school curriculum. The paper further offers ideas on fundraising for the School Library and the role of the SDC or the PTA in assuring that the school library assumes its critical role in a school setting.

**Key Terms and Abbreviations:**

IASL – International Association of School Librarianship  
ISLM – International School Library Month  
UNESCO – United Nations Educational & Scientific Organization  
IFLA – International Federation of Library Associations  
Manifesto  
Information Technology (IT)  
Information Communication Technologies (ICTs)
Introduction

I wish to thank the Zimbabwe Library Association (ZimLA) – Matabeleland Branch’s Workshop Organizing Committee, for this invitation to share ideas with you, and further talk about school library development in recognition of the international school library month of October 2012. The Association, through its Branches has made it one of its priority areas to ensure viable library services in schools. It is my sincere hope that discussions and resolutions from this workshop will culminate into action and fruition, for the benefit of all the pupils and students that these libraries serve.

a) What is a School Library?

A school library (or a school library media center) is a facility within a school where students, staff, and often the school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. A school library media center uses all types of media... and can be automated, and utilizes the Internet as well as books for information gathering. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the center and coordinating agency for all material used in the school.

Researchers have demonstrated that school libraries have a positive impact on student achievement. More than 60 studies have been conducted in 19 U.S. states and one Canadian province. The major finding of these studies is that students with access to a well-supported school library media program with a qualified school library media specialist, scored higher on reading assessments regardless of their socio-economic statuses. In addition, a study conducted in Ohio revealed that 99.4% of students surveyed believed that their school librarians and school library media programs helped them succeed in school. A report that reported similar conclusions was compiled by Michele Lonsdale in Australia in 2003.
b) Purpose and Value of the School Library

Research studies continue to show that an active school library program run by a trained teacher librarian or resource teacher makes a significant difference to student learning outcomes. Dr. Ken Haycock’s summary, *The Crisis in Canada’s School Libraries: The Case for Reform and Reinvestment*, of the major studies on the impact of school libraries, published in 2003 by the Canadian Coalition for School Libraries, clearly shows that students, who attend schools with well-funded, properly-stocked libraries managed by qualified teacher-librarians, have higher achievement, improved literacy and greater success at the post-secondary level.

The real value of the work of school librarians can be measured by the impact the school library program has on the lives of the children in schools. As Joan Durrance and Karen Fisher have argued, too much of what librarians measure relates to library outputs such as how many people attend programs or the usage rates of computerized tools (2003). They propose that although output measures are a step forward from input measures (e.g. how many dollars per student are allocated to the library), neither type of evaluation reflects "the value gained by the user" (Durrance and Fisher 2003, 545). Output measures may help people understand a library’s efficiency, but they do not demonstrate a library’s relevance.

One obvious advantage that output measures have over impact measures is that they are easier to obtain. Librarians and school authorities can quickly count how many classes visited the school library last month or the number of teachers with whom the Library engaged in collaborative planning. Figuring out how the Library changed students’ lives is less straightforward. To evaluate impact, school librarians must first review the libraries’ mission and vision statements.

Few school librarians would consider their crowning professional achievement to be a student's score on a state assessment exam. School librarians do, however, celebrate those moments when instruction leads students to innovative problem solving. They also celebrate feeling sustained and encouraged when students excitedly share their insights about books and how the school librarian helped them select resources. They celebrate when former students email to say "thanks" for the encouragement and direction.
This is the true value of the work done by school librarians, and it is important to find a way to capture it, share it, and continue it.

Librarians are an influential yet often undervalued resource in a school. Research studies have documented the positive impact that libraries and librarians have on student achievement. The difficulty for library professionals is raising awareness of recent research and communicating their worth to members of their learning community.

School libraries promote reading and a reading culture among pupils and students. This concept is often misunderstood by many administrators. It’s that easy; you learn to read by reading. And if you read because you want to, you read well. And this is where the problems start. The teachers or teachers in training or school directors and administrators, often do not have, at least librarians suppose so, problems with reading since they read because they want to and they read well. The problem is that many children are bad readers and that teachers and authorities, being good readers, don’t know the problems and worries of bad readers. Among children, and also among adults, there are those who are world champions in hiding their inability to read well. Often it is the expertise of the Librarian that can identify those reading challenges and address them.

How does the teaching staff get students excited about books when you do not have books at hand? It is not easy. That is why school libraries are necessary. But there are few school libraries in the countryside for example. A national policy, which rules the strategy about school libraries, is needed. School libraries have an ability to be combined and developed to become community school libraries and in the provinces, regional libraries. Such development must be done in carefully planned stages.

In the past, schools gave out knowledge. Today, schools have a supplementary mission of turning out competent youngsters that can move by themselves in the flow of information, who can choose among the information collected, to qualify them to do a certain thing. This way, the students may become apt for a way of life that needs a never ending learning. It is in the hands of schools to achieve that school libraries become the walkways to offering these skills without exception. This is where the learning in books and other media will take place.
Another way of looking at it is that: you build a school. In the center, put the library and around it the class rooms. The library is open all day to students and teachers and the librarian has a teacher’s statute (or at least must).

The following are the important points for a school library according to Swiss guidelines:

- The library supports the school in its mission to educate and teach. It makes books and other media available in order to facilitate an autonomous operation, the formation of one’s own critical thinking and the consciousness of the importance of recreation.

- The school library is useful for students and teachers as an information center, both for learning and recreation.

- Each school to have its own library.

- The school library is located in a strategic place.

- The library is of open access. Its dimension and management allow for individual, group or class work.

  - The extent and disposition of seats for media space is enough for students and teachers. Individual and group reading have an important place in school teaching. Discussion following the reading of a book allows for ordering, estimating, working or be understood by students. Children must learn that a book does not only contain information or things to learn, but it is fun also. To read must be pleasurable!

  - The organisation will allow for lessons, continuing education and recreation.

- The school library keeps its media according to the state of the art applied by libraries.

- The school library should be directed by a professional librarian or a librarian in training.

- The canton takes care of basic rules, financial needs and gives advice.
The school library is a great place for students to study and learn new things about your country, province, animals and places around the world. There are lots of resources for studying. It is a quiet place to read, conducive for developing children’s reading skills.

Libraries have value, social value and educational value. However, library and technology literacy are often not built into state educational standards. Public education in this country is a right, and libraries and librarians are an indivisible part of public education. To develop good school libraries and direct them, we have to keep in mind the most important dispositions. They are about the basic principle, organisation, space, inventory, staff, investment costs, functioning costs, evaluation of success.

➢ IFLA / UNESCO School Library Manifesto

UNESCO and the International Federation of Library Associations and Institutions (IFLA), have launched two declarations of principles which should guide the creation and operations of public libraries and school libraries worldwide.

The Public Library Manifesto, adopted in 1994, proclaims UNESCO’s belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

In 1999 IFLA (International Federation of Library Associations) and UNESCO approved a School Library Manifesto Titled “The School Library in Teaching and Learning for All,” the document asserts that the school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. The manifesto states that the mission of the school library is to offer learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto.
To that end, school library resources should complement textbooks, and include a variety of formats. Services need to be provided equally – and free -- to all school community members, and accommodate individuals with special needs. The manifesto concludes that collaboration between teachers and librarians, as well as partnerships with outside entities, results in improved student literacy and communication. School Libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. Joint-use libraries must maintain the unique aims of the school library. A couple of essential factors might be problematic in some regions:

In other words, the School Library Manifesto adopted in 1999, aims to define and advance the role of school libraries and resource centres in enabling students to acquire the learning tools and learning content that allow them to develop their full capacities; to continue to learn throughout their lives; and to make informed decisions

➢ The Vision of the Principal / School Head

There are a number of principles to management. A manager’s functions include:

Planning – deciding what needs to happen in the future;

Organizing – making optimum use of the resources to carry out the plans;

Leading (and Motivating) – exhibiting skills in these areas for getting others to play an effective part in achieving the plans;

Controlling – monitoring, checking progress, getting feedback from all concerned;

Decision making – making necessary decisions for effective production;

The Head or Principal, as a manager by operations. Furthermore, the Heads / Principals have to assume leadership responsibilities and qualities. What is critical is that the School librarian needs to know what vision the school head has for the library. Where does he or she want the library to be in future? The vision must reflect the aspirations, direction and the future destination. The mission (purpose) of the school business must be spelt out and be found in the library for all to note. Smart objectives for the library are must be known by all.
Furthermore, the School Head /Principal must have a strategy, that is a coordinated plan of action about the school library. His /Her school business policy must be flexible, and the guide that stipulates rules, regulations and objectives must be understood by all.

c) Reporting Structure for the Librarian in the School Setting (Where is the Librarian)

As an integral partner in the school’s teaching and learning team, the teacher librarian has a role in the planning, implementation and evaluation of education policies, curricula, learning outcomes and programs, with particular reference to the development of learners’ research and information literacy.

As a member of the school’s management team, the teacher librarian has a role in ensuring the school community’s access to an organized collection of teaching and learning resources and services. Such access to local, regional, national and international resources and services is designed to meet the educational, recreational and cultural needs of that community.

Professional staff dually qualified in teacher education and librarianship, having the opportunity to undertake continuing professional learning; are responsible for both shaping and reflecting the school’s objectives with respect to library and information programs and services.

Paraprofessional staff using their specialized technical training, manage the processes and operate the required library systems and methodologies to ensure full and complete access to educational resources. Staff without such recognized qualifications provides the clerical support needed to maintain the efficient functioning of library and information programs and services.

The development of learners’ research and information literacy in schools should be developed by teacher librarians. As such, the critical role of the school librarian must be considered as par to the Heads of Sections or Heads of Departments. More often than not, the school librarian is sidelined during such activities as senior management meetings. The Library, needs to be considered the back bone of the institution, with the librarian being the spine to ensure that academic excellence is realized through provision of relevant reading materials to support the school curriculum and other departmental needs.
d) Relationship, collaboration with other departments & the Learning Community

i) Relationship between School Library with other School Departments

The teacher librarian must develop collaborative relationships throughout the learning community. These partnerships are critical to the success of the library media program. Running a library media program involves collaboration with students, teachers, parents, and local community members.

An effective centre administrator must coordinate programs and people, in addition planning and managing time, resources, and facilities. They must also be leaders and advocates for learning. These roles all require working with others to build a positive atmosphere of cooperation and mutual respect.

What areas of the library media program involve collaboration?

Whether it is integrating information literacy into the curriculum or developing a reading promotion, collaboration is essential throughout the library media program. But collaboration is one of the most difficult tasks for teacher librarians to achieve. However, just because it is hard does not mean that it is impossible or not worth striving to reach a higher level.

How collaborative partnerships are formed?

Think of collaborative partnerships as the process of developing a trusting relationship between two or more professional colleagues. Collaborative relationships are enabled by recognizing the varied roles served by individuals of the learning community (including the teacher librarian), modelling desired practices, acting proactively, and providing personal experience and expertise.

Connecting with the teachers, school administrators, public librarians, and other members of the community help a library media specialist in building strong programs. In addition, library media specialist must form relationships with other professional educators and librarians for advocacy, buying power, professional development, and curriculum development.
How are relationships formed with teachers?

Some library media specialists find it easy to connect with classroom teachers, while others find this networking difficult. The key is identifying an approach that fits your personality.

In some cases, a formal approach of scheduling meetings, structured partnerships, and joint planning is effective. In other cases, teacher librarians are more successful through informal friendships formed in teacher lounges, before faculty meetings, and in the hallways. The key is being receptive and proactive in making connections of all kinds.

What connections can be made with administrators?

A teacher librarian and the school principal must develop a strong relationship. The principal must be aware of the Librarian’s interest in being involved in all aspects of the curriculum. Many administrators aren’t aware of the skills of today’s school library media specialist and their interest in leadership, collaboration, and technology.

How can the school library and public library collaborate?

When a school librarian hears the word 'collaboration,' chances are they think about working together with teachers at their school or perhaps teaming up with a distant school to work virtually. Broaden this definition and stretch it to also include collaboration with the local public libraries and public librarians.

How does the school librarian show that his / her programs are effective?

School librarians must be able to show evidence of their collaboration, leadership, and use of technology. Examine the online resource linking teachers and teacher - librarians for developing curriculum that integrates resources, information skills, and shared program objectives. There are many ways to collect data. One way is by documenting your work with teachers.

Words of Wisdom

Whether co-producing an instructional unit or partnering on a reading initiative, collaboration takes planning.
**Check Your Understanding**

Describe a project you might coordinate as a library media specialist. Brainstorm the different partners that might be involved with the projects.

Discuss how you would get these people involved with your project. How would you approach the potential partners?

Collaboration between librarian and teachers is a challenge. Many people use the label ‘collaboration’ rather loosely. Full collaboration is difficult. Most important is the need for recognition that effective school librarians must be integrally involved with students, teachers, and classroom learning. Their library media program must extend outside the library centre walls and extend to classrooms and even students' homes. Learning goes on during evenings, weekends, and holiday breaks.

**Make It Real**

Explore the collaborative planning sheets found online. Combine elements of different sheets to build your own form. Be sure to cite the resources you used at the bottom of your form. Create a sample completed form using information from your experiences or a project you find online. If you are currently working in a library media centre, try out the form and see what you think. Then, discuss why you think this form would be effective.

ii) **Relationships between Schools and Other Agencies**

An important aspect of the head's functions is establishing appropriate relationships with the various agencies which contribute to the quality of school governance. This unit aims to provide you with a greater operational knowledge of the various agencies which have authority in one way or the other over the way schools operate. The main focus is on the duties and rights of the various agencies which are responsible for helping to establish operational procedures and standards in schools.
e) **Need for Qualified Library Staff**

Any librarian knows that being able to find information is only a small part of research and scholarship. Information must also be evaluated, a trickier proposition if a student or teacher doesn't know what makes a source credible or worthwhile.

In older models, the librarian was more of a selector, protector and a preserver of resources. Now a librarian, or school media specialist, is more of a discerning cultivator and a matchmaker between people and the widely varied resources that meet their information needs. Media and technology literacy is more important than ever, but the integral role of librarians isn't always obvious from the outside; as a result their contributions can be undervalued.
In many schools, school libraries are staffed by librarians, teacher-librarians, or school library media specialists who hold a specific library science degree. In some jurisdictions, school librarians are required to have specific certification and/or a teaching certificate.

The school librarian performs four leadership main roles: teacher, instructional partner, information specialist, and program administrator. In the teacher role, the school librarian develops and implements curricula relating to information literacy and inquiry. School librarians may read to children, assist them in selecting books, and assist with schoolwork. Some school librarians see classes on a "flexible schedule". A flexible schedule means that rather than having students come to the library for instruction at a fixed time every week, the classroom teacher schedules library time when library skills or materials are needed as part of the classroom learning experience.

In the instructional partner role, school librarians collaborate with classroom teachers to create independent learners by fostering students' research, information literacy, technology, and critical thinking skills.

As information specialists, school librarians develop a resource base for the school by using the curriculum and student interests to identify and obtain library materials, organize and maintain the library collection in order to promote independent reading and lifelong learning. Materials in the library collection can be located using an Online Public Access Catalog (OPAC).

This role also encompasses many activities relating to technology including the integration of resources in a variety of formats: periodical databases; Web sites; digital video segments; podcasts; blog and wiki content; digital images; virtual classrooms, etc. School librarians are often responsible for audio-visual equipment and are sometimes in charge of school computers and computer networks.

Many school librarians also perform clerical duties. They handle the circulating and cataloging of materials, facilitate interlibrary loans, shelve materials, perform inventory, etc. No matter how effective teachers are, children will be left behind without librarians to help guide them through the information blizzard.
School libraries are learning laboratories where information, technology, and inquiry come together in a dynamic that resonates with 21st century learners. School libraries are the school’s physical and virtual learning commons where inquiry, thinking, imagination, discovery, and creativity are central to students’ information-to-knowledge journey, and to their personal, social and cultural growth. School librarians understand that children of the Millennium generation are consumers and creators in multi-media digital spaces where they download music, games, and movies, create websites, avatars, surveys and videos, and engage in social networking (National School Boards Association, 2007).

They know that the world of this young generation is situated at the crossroads of information and communication. School librarians bring pedagogical order and harmony to a multi-media clutter of information by crafting challenging learning opportunities, in collaboration with classroom teachers and other learning specialists, to help learners use the virtual world, as well as traditional information sources, to prepare for living, working, and life-long learning in the 21st century. Schools without libraries minimize the opportunities for students to become discriminating users in a diverse information landscape and to develop the intellectual scaffolds for learning deeply through information. Schools without libraries are at risk of becoming irrelevant.

e) Who are the stakeholders?: building partnership & involvement

Stakeholders are those people or agencies that have an interest in or have some relationship with the library association. The ability to identify your stakeholders is essential if you wish to assess the importance of key people, groups of people, or institutions that may significantly influence the success of an organization. Stakeholders are “individuals or organizations who stand to gain or lose from the success or failure of a system” (Nuseibeh and Easterbrook, 2000).

The term ‘stakeholder’ may be considered a business term that has no place in the world of education! All too often academic administrators reject out of hand any concept from the for-profit world as somehow tainted with commerce.
The following are critical stake holders for school libraries.

- **The Principal**
  The School Head / the Principal as administrators perform the tasks of leading and guiding the School librarian about acceptable policies required in a school setting. The School librarians have a duty to provide professional advice to the head about the needs of the library section. The Head needs to support the Library section and ensure that the School librarian is respected and recognized.

- **The Teaching staff**
  The Librarian has to liaise with teachers for materials to support classroom learning, and for staff development programs.

- **The Ministry of Education, and Regional Education Offices**
  If there is any lobbying for school libraries to be done, it has to be through the school office, the regional offices and hence to the relevant Ministry.

- **The Parents & SDC**
  The parents, represented by the SCDs play an integral part in encouraging pupils and students to use the school library and to read in general.

- **Students & Pupils**
  Students are the most critical users of the school library. They can develop research skills and a culture of reading; as well as career guidance materials.

- **Library Associations; e.g. Zimbabwe Library Association (ZimLA)**
  The Zimbabwe Library Association (ZimLA) is an autonomous body whose interests include provision of professional library services; irrespective of type of libraries. The Association can lobby and liaise directly with the relevant Ministry. The Association can source for donations on behalf of its member libraries. Within the Association there are interest groups, inclusive of the school libraries interest group representatives.
It will be of benefit for school libraries to be visible and liaise with the ZimLA Branches in their localities.

It is necessary to identify your school library program’s stakeholders and their agendas. For each stakeholder group, know their issues, concerns, priorities, and needs.

Possible Stakeholders:

Strategic conversations about a school begin with identifying all of the various stakeholders who are impacted by the school and, in turn, may have an impact on the school. Once the stakeholders have been identified the planners should discuss the relative importance of the stakeholder for the project at hand. For example, one school was about to launch a campaign for a new building project and the student newspaper and the faculty senate took a very public stand in opposition.
Clearly these stakeholders had either been overlooked or taken for granted. Taking the temperature of each stakeholder segment can be done in several ways; questionnaires, focus groups, advisory committees and feasibility studies. Depending on available resources, the school may decide to outsource some of this work to a consultant or marketing firm. Whether done by an outsider or a volunteer group, the very first question asked is still the same---Who are your stakeholders?

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**g) SDC – Role of the SDC or PTA**

The SDC is the link between the school and parents hence should play a pivotal role in encouraging the development of the School Library. For example, when I was a member of the SDC in a local High School, I managed to convince the authorities that a qualified School Librarian was the way forward in recovering lost books and created an updated register of the Library’s resources. However, due to low remuneration, the School Librarian had to move to greener pastures.

Children of today's time is becoming so crowded, TVs, DVDs, CDs and play stations are some of the activities that are taking much of the children's time; thereby shying them from reading. Current children are commonly referred to as the “Google Group”. They are the BAT (Born after Technology) group. In homes parents should have Family Reading Time, or take time to listen to their youngest child (grade one) read a book. Parents can encourage not only story telling but also story writing at home. Once the children adopt the culture of storytelling at home, the Librarian will successfully implement the programs in the school library.

It only takes a committed School Librarian who reads good African legendary stories to motivate children to read. School Librarians who read will also foster children to love reading. The parents need to liaise with the School librarian to be enlightened on the types of materials or books the child is exposed to. The parents through the PTA need to encourage children to be members of the school library. If there is a membership fee or a library levy required by the school, parents need to ensure that children are supported in paying that fee or levy.
In schools, there should be Book Clubs, encouraging children to dust books, clean shelves and assist the Librarian repair torn out books. That contact with books will encourage children to get into the habit of reading. Parents should allow children to participate in such clubs. Formation of reading clubs in the school is important. Through the support of parents and the PTA the school librarian can run spelling competitions and award the kids with books to go and read at home.

Technology is critical in the lives of both the school librarian and the pupils and students. Parents can assist in ensuring that the children are exposed to materials suitable for their ages. The following are some of the activities that the SDC or PTA can embark on in support of the school library.

Libraries have to be constantly updated to remain effective. By adding new books and stocking periodicals libraries continue to be a great source for learning about a wide variety of topics. The costs associated with updating a library can be staggering though. The periodicals alone can cost several hundred or even thousands of dollars a year and you haven’t even begun to look at buying new books. Most libraries cannot rely only on the funding provided by the school and instead will often look for school library fundraising ideas to help bring in the money they need. Sometimes a PTA or PTO will even get involved and either use part of their fundraising proceeds to help the library or have a fundraiser specifically for the library.

To have the best library fundraisers possible, you will want to pick a program that gets people interested and can drive a lot of sales. Many people have grown tired of traditional fundraisers so looking for new library fundraising ideas is a smart place to start. But what kinds of things do people like to buy when they want to support a library? Earth friendly fundraising ideas are an excellent option because people who would help fund a library are usually individuals interested in helping the world as a whole and respond very well to items that are good for the planet. And because you will want to raise as much money as possible you need to choose the highest profit library fundraising ideas.
Fundraising

Fundraising ideas

a) Many school libraries struggle for funding. Budgets shrink every year, leaving a school librarian wondering how to purchase books and other materials for his or her students. In order for children to love reading, they need to have access to current information, well-written literature, and popular titles. It is nearly impossible to foster the love of literature in students if the only books available to them are outdated materials yellowed with age and older than their grandparents. If a school librarian needs to find money to purchase more materials for the school library, it is possible to find or raise money.

- Parents through the PTA or SDC can help identify organizations that may offer money to school libraries serving low income communities. The parents may identify persons who are knowledgeable in writing the required project proposals to assist the school Head or school librarian to this effect. With equipment available the school librarian can locate books or websites that teach how to write grant letters so that all concerned can learn how to persuade organizations to grant the struggling school library with badly needed funds.

- The School librarian can devise fundraising ideas. One idea is to ask students to submit poetry or short stories for a school-wide anthology. Use your computer and printer to create a letter to parents advertising the sale of your school literary anthology. The anthology can be sold to the school community.

- Make enough copies of the letter and ask teachers to distribute the letter to their students. The letter will request that parents buy a copy of the book in which their child's poem or story appears. Any proceeds from the sale go directly to the school library so that new materials may be purchased for the collection.

- Brainstorm other fundraising activities such as selling pencils and notebooks before or after school. Ask your principal for permission to have a bake sale on school grounds in order to raise money for the school library. You can even organize a car wash. These are just a few ideas school librarians can use to raise money for a school library.
b) Have you tried getting a recipe book together, the idea is to get everybody to give some recipes then get the older class to write them out on to A4 sheet staple together and sell them (the only out lay is paper which can be recouped in the cost of the recipe book) you can cover everything from cakes to jams pies to flans, and the recipes can even have the name of the contributor on so everyone from the youngest to the oldest is involved. The cost of the book has to be practical, you can print out the original book as and when the demand is so no waste.

c) Another good one for Christmas time is getting every child to draw a picture of their face and put it on to a calendar with each class picture being on a different month and if there is more than 12 classes, to use the front and back covers as well. Every parent will want one because their child would be on it! and a great memento for grandparents.

d) School cake sales are usually more for the pleasure of the children than the parents. Parents are asked to make (or buy) cakes and send them in with their children to school on a particular day. The children then buy the cakes and the money raised can be given to the school library.

e) It is no secret that schools are struggling these days when it comes to budgeting. There are so many departmental upgrades that need accounting for, such as new laboratory equipment and computer hardware. School sports teams often need new uniforms and there are also student trips to consider. But one area of the school that often gets pushed aside in terms of budgeting is the school library. More often than not the library can go many years before updating its collection of books, which leaves many students unable to receive an up-to-date education. Fortunately there is a solution, and that is to hold a school Library Fundraising event.

School library fundraising is a great way to bring some extra money to your school for things like books, desks, and bookshelves that may need replacing. It is also a good way to unite everybody within the school, to get together and do something positive that is a little different from what most students are used to doing on a regular school day. As long as you have a willing team of helpers to help implement your ideas and promote your event, you can be confident things will go smoothly. For better results, why not try holding your Fundraiser in the school library to remind people why books are so important?
There are many ways to raise money for school libraries. Since it's likely that other departments within your school will be holding fundraising events throughout the year, you may want to select a program with a theme specific to books and reading. Doing so can help you brand the event as a library fundraiser with the potential to become a signature event that you can sponsor on an annual basis.

❖ Book Fair

Book Fair events; including events based on the ages and grade levels of the children who attend your school can be a source of fundraising. Your library can earn up to a considerable profit on books sold during the book fair, so this type of fundraising event can be an excellent way to raise a significant amount of money as well as providing a convenient opportunity for students to build their home book collections.

❖ Used Book Sale

Holding a used book sale can be a great way to raise money for your school library. For this type of fundraising event, begin by requesting donations of gently used books from parents, students, teachers, and other potential donors and supporters within your community to build an inventory. Pair the donated items you receive with books from the library that are no longer needed and offer them for sale at bargain prices.

If you want to hold a used book sale, pick a date for the sale and encourage students, their families, and faculty members to market the event for you. You may want to hold a preview event after school one day, and then open the sale to the public for a few days to maximize sales. Advertise the open sale by distributing flyers throughout the community, posting the event on the school's website, and submitting press releases to the local media and online special event calendars.

❖ Read-a-Thon

Hosting a read-a-thon can be a great way to encourage pupils to read more books while also raising much-needed funds to purchase additional books an equipment for the facility, or to defray the costs of program's you'd like to implement. A read-a-thon works the same way as the popular walk-a-thon events that many charitable organizations sponsor on a regular basis.
To get started, recruit students to participate in the program. All they'll need to do is keep track of the books they read during the event and solicit sponsors who are willing to make a donation to the library for each book the sponsored child completes during a predetermined time frame. To encourage maximum participation, offer prizes to participants based on the number of books they complete as well as the amount of money raised.

- **Magazine Fundraiser**

Like books, if there are magazines relevant for school students those can be sold as part of fundraising.

- **Used clothes**

School fundraising can be through the collection of good quality unwanted clothing and selling those. Unwanted clothing can be collected through the parents.

Regardless of the type of fundraiser you choose, don't forget that the ultimate goal is to generate revenue to support the library. Be sure to train volunteers to talk about why the funds are needed and how the money will be used to help the library - and ultimately the students at your school. People in your community will likely be more inclined to participate and help if they know that the money will be put to good use helping the local school and the students who attend it.

- **More simple fundraising ideas**

  - Some schools circulate sheets of paper through their students and committee members to seek for donations from people.
  
  - With the understanding of the school authority, some School libraries conduct Civvies days so that monies collected on the day get channeled towards the library.
  
  - Raffles – remember, the more the prize is worth; the more people will be willing to pay for the chance to win it.
  
  - Auctions – ask people in the community to donate goods then auction them off.
o Church collections- if your church takes regular collections from the congregation, you may ask them to make a second collection for the library.

o Solicitations – ask people to make donations to the library.

o Grants – some NGOs and or governmental organizations will give money to the library. Here each donor will have its own guidelines and applications to get their grant.

o Library twinning – there are a few organizations that can match your library with a partner library in another country. Your partner may be willing to send you books or raise money to help support your library.

o A library garden – if you live in a farming community, perhaps someone in the library committee or in the community may let you use a piece of land to raise crops and vegetables for the library.

o Sporting events – ask players or teams to hold a charity match, charge a small fee to raise money for the library.

o Movies – if your library has a VCR or CD player, show a movie and ask for a small admission charge.

o Haircuts – ask a local hairdresser to donate his or her time and spend a day giving haircuts at the library.

Points to remember

Sustainability of the School library is one of the major concerns. It may even be necessary to elect a fund raising sub-committee because the success of the School library may depend on the success of the fund-raising. The following are some tips to make fund raising more successful.

✓ Demonstrate that the Fund raising committee is responsible and trustworthy by reporting to the community how past donations were spent.

✓ Involve as many people in the fundraising as possible. People are more likely to make donations when asked by friends and family members than by strangers.
✔ Be focused. If you want to use the money to buy books, make a list of those books because people prefer to give money when they know exactly how it will be used.

✔ Set realistic goals.

✔ Keep track of who contributes, because people who give once, are more likely to give again.

✔ Use a variety of approaches. Do not ask the same people for money the same way too often.

✔ Most importantly, always thank every donor.

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➢ Market the School library services

The school library resource centre is not merely a physical space in which various media are stored; it is a concept, a tangible expression of the school’s ethos and values, its approaches to equality of opportunity, the moral and spiritual development of children and staff and its educational purposes. It has the potential to introduce staff to the world of literature and information and to enable them to develop skills which will enhance their lives as adults. The school library can provide staff and pupils alike with an unrivalled resource with which to support learning in school. Library is the Heart of the School.

School library has been considered as the heart of the school, since all the academic and co-curricular activities begin from there. For example the preparation of an assignment on global warming to getting information regarding the attire of the annual day performers, everyone needs the library. The quest of a child for knowledge starts from his/her interaction with people, places and ideas.
The school library is the meeting point of ideas. Great minds with open arms are staying there in the form of books and multimedia. They are always ready to clear everyone’s doubts and help them to prosper.

**Concept of marketing:-**

Marketing is an ongoing process of planning and executing the marketing mix for information products, services or ideas to create exchange between individuals and organizations.

Marketing tends to be seen as a creative industry, which includes advertising, distribution and selling. It is also concerned with anticipating the customers’ future needs and wants, which are often discovered through market research.

Essentially, marketing is the process of creating or directing an organization to be successful in selling a product or service that people not only desire, but are willing to buy. Therefore good marketing must be able to create a “proposition” or set of benefits for the end customer that delivers value through information products or services.

When you are marketing library services to children and staff: the role of schools library services, what do you think of?

When you think of promoting, you think of...

- Selling yourself, products or services
- Communicating, Collaborating, Consorting
- Brown-nosing, hobnobbing, fraternizing
- Making friends – in the right places
- Marketing (relationship), Manipulation?

**Relationship marketing:-**

- Mutual interest
- Longer term
- Emphasizes satisfaction
- Interplay
Why promote yourself?

Communicate what you do. In all work instances good communication and good listening skills are essential. Communicate your vision effectively to administrators and clients, and the school community.

Stay in step with your clients and understand their needs. Doing a needs analysis will assist you in sourcing for the relevant materials.

Discover new opportunities and gain new ideas. Do a SWOT analysis of your service. Discover your Strengths – and maximize on those, Weaknesses – to take action if necessary, Opportunities – to determine if you need to re-engineer your services, Threats – to always guard against what might destroy your survival.

Understand the organisation of which you are part. Its critical to know the vision and mission of the school, since the library’s vision and mission must tally with the overall vision and mission.

The following are some tips towards successful marketing of your services

- There are skills that can be learned
- Practice makes perfect
- Watch how others do it and imitate
- Maintain the networks you create
- Take a course on selling, advertising
- Read a book on the topic
- Look the part – gestures are important
- BUT it is really all in the MIND

To whom do you market the school library services?

- Principal, support staff, careers adviser, teachers
- Students
- Parents
- Suppliers, booksellers, former students?
- People who “matter” and people who don’t
- Targeted individuals
Remember:-

- You need others more than they need you
- If you neglect others, they will neglect you
- Some people are just like you – others are not – understand them
- Be positive, not negative
- Adapt your style and approach
- If at first you don’t succeed, don’t give up – try, try and try again – practice makes perfect.

How?

- Form advisory committees – staff and students
- Involve Staff in,, collection development, planning ...and other library activities
- Plan ahead if you have key points to make and then make them
- Communicate clearly – Budging and branding
- Use school newspaper, local newspaper, advertising/advertorial/brag – develop key messages and stories
- Respond to all complaints/suggestions – promptly
- Hold events/displays/launches/ expose

Tips and tricks:-

- Be honest, be yourself!
- Make eye contact
- Have a good handshake
- Leave your comfort zone
- Lose your fear
- Push your boundaries – even if just a little!
- Adopt a “make it happen” attitude
- Have fun!
- Smile!
Absolute no nos!

- Don’t lie
- Don’t over-promise and under-deliver
- Don’t say one thing and do another
- Don’t apologise unnecessarily – but admit it when you stuff up
- Don’t be silent
- Don’t be insincere
- Don’t expect overnight success
- Don’t make excuses

How do you keep teachers coming back to your library, update students about the latest resources available, and draw parents to after-school training sessions? The answers lie in effectively promoting your library media centre program.

Marketing isn't traditionally taught in library schools. But with budget cuts taking center stage nationwide, it's never been more necessary to promote your program as an integral part of the learning process. Marketing your school library or media centre program follows the same basic guidelines found in the business world: create a product that people like, target your advertising, build a base of satisfied customers, take time to manage the details, and grow your program slowly so that each stage is a success.

Publicizing library-sponsored events, such as book fairs, book talks, and author visits, is an easy place to start. By taking advantage of a few simple strategies, your events will run more smoothly and leave teachers and students feeling positive about them. Before scheduling your events, take a close look at your school's events calendar to ensure there aren't any conflicts with prearranged field trips, concert practices, or other significant school happenings. Schedule your special events during the school day, and, if possible, offer an extra, early-evening session so parents and their kids can attend together. (Parents especially like to attend book fairs and readings with popular authors.)
When scheduling library events for teachers, make sure they receive ample advance notice, and don't forget to give them a last-minute reminder. Given the busy lives of classroom teachers, they'll appreciate the heads-up.

One obvious way to devise creative marketing ideas for your library is to ask fellow library media specialists.

Providing access to resources is what school libraries / media specialists do best. How do you share the new and exciting things you uncover with teachers, parents, and students? A tried-and-true method is to include little blurbs in school announcements and home-school newsletters, and to create attractive bulletin boards that students can't resist.

These marketing strategies and ideas are easy to follow, and can transform your school library / media centre into a must visit destination for students, parents, teachers, and authorities. You’ll also discover an abundance of satisfied visitors-and a satisfied customer always comes back for more.

i) Important Library Activities

- **Library Statistics**

Use statistics to market your school library program; areas covered include circulation, budgeting, website counters and end-of-year summary. Statistics will guide you in knowing which subject areas are most popular, or where there is greater demand by users. Furthermore, statistical data can help you justify the need for purchases in certain subject areas.

- **Selection Policy – Who is responsible?**

It is the goal of the library to own or have ready access to a sufficient number of informational resources with sufficient scope, depth, relevance, and accuracy in a variety of useful formats for the purpose of providing information; education and
instruction; cultural experience and growth; and meaningful recreation to the library's public.

The words "library materials," as they occur in selection policies, have the widest possible meaning. Every form of the permanent record is to be included whether printed or audio; bound or unbound; photographed or otherwise reproduced on tapes, discs and pictures in the form of photographs, paintings, drawings, etc.

"Selection" refers to the decision that must be made either to add a given title to the collection or withdraw one already in the collection.

The objective of for the selection is that the library provides resources that implement, support and enrich the school curriculum. Library resources are chosen to provide users with a wide range of educational materials, at appropriate levels of difficulty and in a variety of formats, which reflect diversity of appeal and allow for the presentation of differing points of view.

School libraries are similar to public libraries in that they contain books, films, recorded sound, periodicals and digital media. These items are not only for the education, enjoyment, and entertainment of all members of the school community, but also to enhance and expand the school's curriculum.

In Zimbabwe, children have a right to education. That means they have a right to read, like all rights embedded in our constitutional traditions. In many ways education is an effort to improve the quality of the choices which are the exercise of this right. It is by all means critical for children to read relevant materials to nurture the development of lifelong skills.

Selection of materials involves many people: principals, teachers, librarians, and department chairmen. The responsibility for coordinating the selection of instructional materials and making the recommendation for purchase rests with the professionally-trained library-media personnel. There must be a written selection policy that will guide any Librarian in charge of running the school library.

**Criteria for Selection**

The purpose of the selection policy is to guide the library staff in the selection of materials of current significance and lasting permanent value for inclusion in the
It is also the purpose of that policy to guide the library staff in selecting materials for withdrawal from the collection. Needs of the individual school based on knowledge of the curriculum and of the existing collection are given first consideration.

Materials for purchase are considered on the basis of:

- Overall purpose
- Timeliness of permanence
- Importance of the subject matter
- Quality of the writing/production
- Readability and popular appeal
- Authoritativeness
- Reputation of the publisher/producer
- Reputation and significance of the author/artist/composer/producer, etc.
- Format and price

Requests from faculty and students are given consideration.

**Procedures for Selection**

In selecting materials for purchase, the Librarian / media specialist must evaluate the existing collection and consults reputable, unbiased, professionally-prepared selection aids as well as specialists from all departments and/or all grade levels. In specific areas the Librarian / media specialist follows these procedures:

1. Gift materials are judged by basic selection standards and are accepted or rejected by these standards
2. Multiple copies of items much in demand are purchased as needed.
3. Worn or missing standard items are replaced periodically.
4. Out-of-date materials or those no longer useful are withdrawn from the collection (weeding).
5. Sets of materials and materials acquired by subscription are examined carefully and are purchased only to fill a definite need.
6. Salesmen must have permission from the administrative office before going into any of the schools.
7. Librarian must select the materials, even if it means personally going to
the bookshops for quotations.

Even though Librarians are encouraged not to practice censorship, it is necessary for the school librarian to examine any donated books to ensure suitability for school going people. The Librarian needs to take cognizance that the selection must include materials that will benefit the whole school community, not only students.

Material selection staff must be guided by two basic principles when selecting books for the library collection. The Librarian must attempt to collect materials that the patrons of the library either desire or need.

1. **Selection based upon desire**: The expressed or otherwise obvious desires of library patrons as evidenced by the circulation of materials and individual requests for information should be examined by the Librarian and used for the development of the collection in popular subject areas and for the selection of popular titles. The expedient purchasing and processing of popular works is vital to the materials' utility.

2. **Selection based upon need**: The Librarian should examine the scope and depth of the library's collection to ensure that core subject areas and classical works are topically current and well represented.

The Librarian should not emphasize selection of materials based upon one principle over another, but should strive to strike a balance between purchasing both desired and needed materials.

Materials can be selected in accordance with one or more of the following criteria:

1. Popular demand.
2. Contemporary significance or permanent value.
3. Scope and authority of the subject matter.
4. Reputation and/or authority of the author, editor or illustrator.
5. Literary merit.
6. Relationship to the existing collection and to other materials on the subject.
7. Price and availability.
8. Format and arrangement.
9. Scarcity of information in the subject area.
10. Availability of material in the area.
11. Attention of critics, reviewers and the media.

**Selection of Equipment**

If there is a selection of equipment to use in the school library, it might be to the best interest of all concerned to consult the people in the Information Technology area, who might have the specifications of the most suitable equipment.

**Challenged Materials**

Some parents may not accept certain types of materials for their children. This might be due to beliefs, culture or religious affiliation. Cooperation will be given to any parent wishing to restrict his or her own child from using materials which are objectionable to the parent. The librarian, with the parent, need to try and work out a solution that will keep that family's child or children from checking out the material the parent objects to, while still allowing free access for other children.

The library recognizes that many books, magazines and newspapers are controversial and that any given item may offend someone. Selections will not be made on the basis of any assumed approval or disapproval, but solely on the merit of the work as it relates to the library's purpose and as it serves the needs and interests of the community as a whole.

Library materials will not be marked or identified to show approval or disapproval of the contents, and nothing will be sequestered except for the express purpose of protecting it from mutilation or theft.

The responsibility for the reading of minors rests with their parents or legal guardians. Selection of library material will not be limited by the possibility that it may come into the possession of minors.

The selection policy must be flexible to be continuously reviewed by the library staff and the School authorities to ensure that it continues to meet the needs and desires of the library and its community.
j) What School Librarians can do

A librarian is a person in charge of a library, and is usually trained in librarianship (known either as library science or library and information science). Traditionally, a librarian is associated with collections of books, as demonstrated by the etymology of the word "librarian" (< Latin liber, 'book'). The role of a librarian is continuously evolving to meet social and technological needs. However, a modern librarian may deal with information in many formats, including books, magazines, newspapers, audio recordings (both musical and spoken-word), video recordings, maps, manuscripts, photographs and other graphic material, bibliographic databases, web searching, and digital resources. A librarian may provide other information services, including computer provision and training, coordination of public programs, basic literacy education, and assistive equipment for people with disabilities, and help with finding and using community resources.

- To operate conducively, the Librarian must ensure that they have a Vision for the School Library, indicating where they want to see the Library go. Then there must be a School Library Mission Statements - A mission statement gives us a good understanding of our purposes, customers and what we want to achieve. Librarians need to know what their mission is, in order to market the library successfully.

- Ensure adequate training of self and library staff via staff development programs. There are a number of institutions in Zimbabwe which offer formal training in Librarianship.

- Pro-activity is critical for the School Librarian. There is need to be visible in order to be recognized. Get involved in activities that require the Heads of Departments. Make a request to be included in the agenda for critical meetings at the school, so that you can give an update on the library operations. When you are seen, you can be heard.

- Liaise with all departments within the school and know their needs.
- Create a **reading time table** for your different clients or classes and ensure that all departments are aware of it. Stick to the Library class periods in order not to disrupt pupils.

- Do your **Library reports** and submit to the Principal or Head to keep them informed of your activities.

- Know your readership and obtain relevant materials for both students and staff. Promote a reading culture among students and a culture of research among staff members.

- **Adopt & adapt to technology**—this is a critical area of development in the field of information provision. The School Librarian needs to be able to teach students how to “Google it” so to speak. No library should remain behind technological advancements no matter which type. The school products will eventually get to a technological industry where they will be expected to perform. Get relevant equipment for technological needs.

  Technology has certainly provided innovative ways to reach potential "customers." One includes sending teachers a brief e-mail each week and highlighting a new book or Web site that will be of interest to them. Don't send the same note to all teachers, but, on the other hand, don't just include teachers who are technophiles. Use your e-mail to create two distribution lists: one grouped by grade level and the other by subject. This type of targeted "advertising" provides teachers with the specific resources they need. Your thoughtfulness will make them much more open to working with you on future collaborative projects. They'll also realize that you truly understand their classroom needs and curriculum.

  To reach parents and students at home, create a Web page with links to helpful resources (like the ones mentioned above for teachers), organized and annotated in a way that's useful for homework and special projects. Take a look at the many great library media Web sites available by visiting some of the "best of" lists that appear on library-related Web sites. Don't be afraid to copy ideas and tips. Once your own site is up and running, be sure to include your library's Web address on everything you create, including press releases, newsletters, handbooks, how-to guides, printed pathfinders, and bookmarks. Also make sure to ask your Web-page-hosting service to provide monthly statistics on your most
visited sites. You can also add a counter to the bottom of your site to monitor the most popular and valuable pages for your users.

- Market the library, put signs, request to use the school magazine to have an insert of the library. Use pictures of the library in the School magazine.

**k) What authorities can do**

i) The first port of call is for the administration to support the Library section. Recognize the critical role played by the Library in the school setting.

- Ensuring that a qualified Librarian is the manager of the school library
  - Request the Ministry to ensure that qualified Librarians run school libraries.
  - You will realize efficiency, effectiveness, higher performance by students; less book losses; an acceptable standard of documentation, accessioning, & book classification will be maintained;

- Invite the Librarian to the Section Heads meetings at the school; request an update on the Library’s operations then.

- Ensure that all other Departments liaise & co-operate with the Librarian

- Support the Library & the Librarian (let him / her participate & attend relevant workshops)

- Avoid having just anyone claiming to be able to run the Library. Librarianship is as much a profession as teaching!
ii) Make a follow up on former students & identify them as stakeholders, who actually have firsthand knowledge of your situation. They can be alumni. Ask them to offer assistance to improve the school library.

iii) Help conscientize the departments about the importance of the school library. Hold some meetings within the library premises. Make it a habit that if there is a gathering or a meeting at the school, a library representative gives an up-date to the people about the operations of the library.

iv) Observe important dates such as the **National Book Week**, or the **Zimbabwe International Book Fair** dates where posters and book displays can be made at the school library particularly to conscientize the school community and students on the importance of reading.

v) Help to technologically develop the school libraries. The students will require technological innovations in their learning processes. Libraries are purchasing fewer print materials, and more digital materials. The world of digital materials is complex and rapidly evolving. The shift to electronic resources makes sense, but brings with it the expenses of maintaining a computer lab and multiple vendor contracts for e-content and databases, contracts with terms and costs that change frequently. In uncertain times, this situation can concern administrators as being hard to control and possibly not sustainable in a system with annual budgeting.

I) Limitations / concerns / Challenges

There are several challenges facing the school libraries in Zimbabwe. The following are just but a few, as each school library might have its own unique challenges not faced by other schools.

- Lack of proper library structures may be observed in certain school, especially non urban school library settings. In some instances a classroom is used for library purposes, which is ideal for a start, but poses challenges when the building is required for instructional purposes. Library use becomes limited.
There are a few schools, especially non urban, who have managed with the assistance of the communities, to construct proper Library buildings according to the plan by the Ministry of Education, Sport, Arts & Culture. Even with such buildings, there is lack of reading space for the students.

Where the library structure is in place; lack of adequate furniture, shelves, tables and chairs may be a hindrance for student research purposes. That poses limitations in the number of students to use the library at a time.

Financial constraints are of major concern not only for the School Libraries but for schools in general. There is general lack of funding, for book purchases and to pay the School Librarian. The situation creates non professional persons assigned in the library, in many instances creating non standardized systems of maintenance of records by the individual.

- School librarians are often left at the mercy of the PTA or the SDC with regards to their remuneration. Alternatively, some schools second English Department teachers to run the library over and above their teaching load. That individual often lacks any background of Librarianship. It creates lack of a system in library services provision when libraries are entrusted to non-professional personnel.

- There must be a budget for the school library, which will cater for the needs of the Library as well as the remuneration of the Librarian. There is normally a budget for the school in other countries.

- There are often no adequate funds for shelving, furniture, and stationery for the day-to-day running of the libraries.

- School Librarians at times miss out on critical workshops due to lack of funds. Hence networking and synergies cannot be established without the visibility of the School Librarian.
Lack of resources is an inhibiting factor in service delivery in school libraries.

- Material resources such as books, magazines
- Equipment for students to access information online and instill a culture of online research to improve performance;
- Technological advancements (Google groups) – cannot be overlooked. School libraries need to keep abreast with technology in order to produce individuals who will cope with demands in industry and commerce.
- More often, there is lack of qualified human resources in school libraries to deliver efficient library services.

There is often lack of space in the school library to cater for comfortable browsing.

Within the readership, some students travel long distances to attend lessons. As such, those students do not have adequate time to spend in the library.

There are technological Challenges faced by the School Libraries

a) For some who have acquired computers – lack of skilled personnel to effectively & efficiently use the computers in the library is a challenge.

b) Most of the school libraries do not have websites.

Merits if the School Library functions properly

a) Improvement in the literacy levels within the school communities;
b) Establishment of adult literacy classes and other income generating clubs through use of library materials;
c) Instilling a sense of responsibility and behaviour change among the youth through making informed decisions about their lives;
d) Development of a reading culture from an early age, leading to a more literate community;
e) Resource sharing through networking;
f) Obtaining career guidance material from the Librarian

g) Improvement of pass rates in both primary, secondary and high schools where libraries exist
j) Conclusion

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights (US) apply equally to all libraries irrespective of country or locality, including school library media programs. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians / media specialists assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. They work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians /media specialists cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval.
School library media specialists resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means.

Major barriers between students and resources include but are not limited to imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labelling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing authority to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians/media specialists to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Substantial research indicates that a school library with appropriate staffing, adequate funding, and a rich collection of materials in various formats makes a positive impact on literacy as well as on overall academic achievement. The school library plays an important role in preparing students to live and learn in a world of information.

**Recommendations and / Suggestions**

a) The following are conditions from some of the School Libraries consulted:

- “It is fact that some of the school libraries are not properly maintained, due to either the engagement of a non qualified librarian or the engagement of the School Librarian in some other school works.”
- No common classification schemes followed.
- No common cataloguing Schemes followed.
- Books are arranged according to subject-wise in some instances, whereas some of the schools follow different classification schemes i.e. DDC etc.
b) There is need for changes in School Libraries: -

Recommendations

- Every school library must have its own School Library,
- There should be professionally trained librarians and at least one assistant.
- There must be continuous evaluation of its stock and services to analyse whether that cope with the ever-changing needs of the teaching and learning communities.
- To make the users skilled information users and lifelong learners, the school Library media centres must change.
- School libraries must adapt to, or adopt technological advancements in information provision, as most of its clientele is already technologically advanced; hence must be equipped to face the challenges of the current knowledge society.
- When the school library and teacher-librarian are recognized as playing a critical role in supporting the educational outcomes of the school, the term "exemplary" can be attached to the school library.
- There is need for a policy governing establishment and functioning of school libraries to avoid hap-hazardness and inconsistency in remuneration of school librarians.
- A component of Librarianship in Teacher training institutions might enlighten the Teachers who get assigned to manage libraries in schools.

LASTLY - There is need for state funding for school libraries as it can easily be acknowledged that there is critical need for more and better books for students to read. Studies show a positive relationship between library quality (school and public) and the amount read, as well as a relationship with reading competence. Better libraries mean more literacy development for younger readers as well as for high school students.

I thank You.
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