School Libraries for 19 Public Primary Schools in Rural Kenya: A Pilot Study

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Abstract

This research has two objectives:

<u>Firstly</u> it is a pilot project which will be used to provide information for further international research into School Libraries and Information Centres throughout the world. If the pilot project is successful, school libraries in different countries will be asked to collect data using the same sets of research questions. It is to be hoped that by doing so, interesting data will be collected at international level about the value of the school library in the school community, in developing, emerging and developed nations. This pilot project should then be the first of a series of research projects.

<u>Secondly,</u> it will study the work which has been carried out by the Abcproject Kenya in 19 primary schools in (rural) Kenya. The Abcproject is attempting to establish school library facilities in these schools.

The qualitative study will collect information from different members of the school community – school leaders, teachers, school librarians / teacher librarians and pupils. It will ask them for to provide data and comments on the access which the school community has to reading materials and reading promotional activities. Interviewees will also be asked for suggestions for improvements which need to be made to these services. The study will attempt to identify some common problems and will suggest some possible solutions. It is to be hoped that the variable answers received from different groups of interviewees will supply greater insight into the conditions in the school and will clarify the way in which the school library can assist the educational process.

Using the information which is returned, the researchers will learn more about this particular research method, and will be able to make adjustment to the research questions before they are distributed to school library groups in other countries.

<u>Table of Contents</u>

**Chapter 7: Preliminary comparison of data supplied by different
groups of interviewees**

Tables

Note: Abbreviations used in the tables are:
    ND   =   No data
    N/A   =   Not applicable

Chapter 1

Background Information

The Millennium Development Goals (MDGs) of the United Nations.

In September 2000, the United Nations Millennium Declaration was adopted by the United Nations (United Nations, 2000). World leaders committed their nations to a new global partnership to reduce extreme poverty; they set out a series of time-bound targets - with a deadline of 2015 - that have become known as the Millennium Development Goals. Goal 2 is to Achieve Universal Primary Education. The target was to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The United Nations Development Goals Report (United Nations, 2010) indicates that this goal may not be met by 2015 and that Sub-Saharan Africa and Southern Asia are home to the vast majority of children out of school. Between 1990 and 2002, Kenya recorded a decline in the net enrolment rate from 80% in 1990 to 74% in 2000, mainly due to the cost sharing policy. However, this situation was reversed when the government introduced a free primary education policy and at the current trend Kenya is likely to achieve this goal by the target date (Ministry of Planning and National Development, 2005).

Education for All

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults (UNESCO, 2012a). At the World Education Forum (Dakar, 2000), 164 governments including Kenya pledged to achieve EFA and identified six goals to be met by 2015 (UNESCO, 2012b).   These goals are:

Goal 1
Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2
Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3
Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs

Goal 4
Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal5
Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6
Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. This specific research and the report entitled *A pilot survey of 19 primary school libraries in (rural) Kenya* is specifically concerned with Goals 1, 2, 3 and 6.

Free primary school education in Kenya

In 2003 Kenya abolished all fees in state primary schools. Bold et al (2009) explain that this Free Primary Education (FPE) policy has encouraged poor parents to send their children to school.

The ages of the pupils in this particular survey of 19 primary schools in rural Kenya range from 4 to 22 years. In general, Kenyan children in public primary schools are quite a lot older than those who attend primary school in other countries, especially since Free Primary Education was introduced. Although there are small children in the schools, the majority are older. Usually children in Kenya would begin their schooling in class 1 at age 4 and would normally graduate from primary school at the age of 12 years but this is not the case today, since the introduction of Free Primary Education.

Mangale has also provided the following information:

Kenyan children in public primary schools are often quite a lot older than students in conventional primary schools, especially since primary school education became free in Kenya. Although small children attend primary schools, the majority are the older.

The school schedule is as follows. Children usually wake up early and spend the whole day at school. School ends at 3pm. Children often walk long distances to and from school and their safety during this walk cannot always be guaranteed. In Malindi some small children sleep at school after recent attacks by buffaloes, crocodiles etc.

The film *The First Grader,* directed by Justin Chadwick, appeared for the first time on the screen in 2010. It tells the story of a man, Stephen Kimani Ng'ang'a Maruge, who entered first grade at a Kenyan primary school at the age of 84. He had never had the opportunity to attend school before.

In order to cope with this influx of children into schools in rural Kenya after the introduction of FPE, , new schools needed to be built, extra teachers needed to be trained and each school needed to be equipped with adequate facilities, including books and hopefully a school library. A glance at the photographs on pages 1, 16 and 20 of this report shows that some lessons take place out of doors, since there are not enough classrooms for the number of pupils at the school. There is inadequate furniture and not enough toilet facilities.

Ongoing and future research related to this report, which is being carried out by some other institutions

Research carried out in 2008 by the

- <u>Centre for the Study of African Economies (CSAE) at Oxford University and the Kenyan government</u> (Bold et al, 2009) shows that since 2003

  ➢ More of the poorest children in Kenya go to primary school.

  ➢ The number of children in private primary education has nearly tripled.

  ➢ School results and overall enrolment rates in some Kenyan state primary schools have fallen. In order to clarify this phenomena, researchers looked at private and public school enrolment rates and exam results over time (CSAE, 2009), linking data to show parallels between the fall in results in the public school system and the increase in private schooling. CSAE (2009) provides possible explanations, mentioning (i) a change in the

social background of students, (ii) a loss of local control over the school as the Ministry of Education took over school financing.

The statistics do not suggest that the reduction in school performance is due to increased class size" (CSAE, 2009).

According to the CSAE (2009),

"*The Ministry of Education in Kenya has been designing a community teacher programme which is designed to: (i) reduce teacher shortages and unemployment among teachers; (ii) increase the professionalization of the teaching staff, and (iii) make teachers more accountable to local schools".*

The Oxford University research team will work closely with the Ministry of Education to pilot and evaluate this new initiative.

- Furthermore, KENPRO (2010) clearly describes the challenges facing the implementation of Free Primary Education in Kenya, mentioning amongst other things:
    o Challenges
    o Delays in Funds Disbursement
    o Teacher Shortages
    o Teacher-Learning Facilities
    o Embezzlement of Funds,

providing more information about certain aspects, which are relevant to the present pilot study of 19 primary school libraries in (rural) Kenya.

The Abcproject Kenya

The Abcproject Kenya is a mentorship program for school libraries in public primary schools in rural Kenya. It started in the year 2003/4 as an outreach program to primary schools of the Kwale Community Library. At that time this library was a youth initiative started by Mr. Daniel Mangale who at that time was the National Youth Representative to the Commonwealth Youth Programs for Kenya. (2002-2005). During his three year term he was able to lobby for resources so that a youth empowerment centre could be started as part of this community library project. The area had never had an information outlet for the youth or for the general community.

In 2007, the library which was part of the youth empowerment centre was adopted by the Kenya National Library Services. The private youth development initiative outreach program which had been set up and run by Mr. Mangale specifically for the establishment of school libraries then became known as the Abcproject Kenya.

In the meantime, the Association of Primary School Librarians, Coast Region Kenya was set up in 2009. Seventy primary schools are now members of this association.

School Libraries Mentorship Program Development

According to Mangale, the implementation of the School Libraries Mentorship Program was necessitated by the need to achieve the EFA goals and the Millennium Development Goals of the United Nations.   School libraries and the provision of reading materials program add value to the EFA program and enhance the literacy process, so that every child attending a public primary schools throughout Kenya has equal access to reading materials and to information resources.

The Abcproject initially wanted to raise funds to establish physical school libraries in rural public primary schools. The first library was completed at the Eshu Primary School, however the development of the physical infrastructure proved costly and was not viable in the long run. This led to a change of strategy – a mentorship program which provides schools with information on how to start and run successful school library programs for the children.

As a result, the Abcproject started mentoring 10 schools at the original site (the Kwale school libraries cluster). Teachers were selected to be in charge of a new facility which would be known as the school library. Basic introductory meetings were organized for all these selected teachers (teacher librarians) in the 10 primary schools. They received instruction in how to start school reading programs. After that, periodical meetings were held and eventually the selected teacher librarians attended a training on basic school library management skills.

At the present time the teachers who are in charge of the school library and who play a critical role in explaining the importance of school libraries to the school community feel unrecognized for the extra workload which they are doing (on top of his normal teaching workload as a classroom teacher). They want to become qualified as a school librarian, with an appropriate certificate. It was hoped that a new training programme, which would actually replace the capacity building workshops which the Abcproject has been running, would commence in April 2012. This new programme which has already been approved by the educational board of

the university, would be coordinated with the local polytechnic University College in Mombasa. As part of the training, students would be required to attend three specific workshops. At the end of the training which takes one year, students would receive a proficiency certificate. Unfortunately however, at the time of writing of this report, it has been impossible to find funds for this training programme.

The organisers of the mentorship program hope that it will help head teachers and government officials to change their ideas about the value of school library programs. At the moment, none of the schools in this survey have a school library building or room. They have a place where books are stored. Pupils can borrow a book from the storage facility, with the help of the teacher who is in charge of the library or their language teachers. The only school which is slightly more privileged is the Bondeni Primary School (Tana River County) which has a book shelf made by parents; this serves as the school library.

At the present time, the Abcproject is lobbying the government to have a school based libraries policy in Kenya so that the role and place of the school library, with a teacher librarian to manage it is covered in a policy document. The Abcproject works together with other organisations which sponsor reading programmes in primary schools. These organisations,

- Actionaid International Kenya,Coast Region [1]
- World Vision International Coast Region [2]
- Agha Khan Reading to Learn project ([3] and [4])
- 10 Swedish schools (as of 2012, funding from these school is no longer available),

provide the funding for the work of the Abcproject. Mangale has pointed out that in 2012 unfortunately funding from the 10 Swedish schools is no longer available. The Abcproject does not publish its own annual financial report.

The overall responsibility for school libraries and for their fundraising lies with the school leadership and with the school library committees which have been established in all these schools.

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[1] http://www.actionaid.org/kenya/where-we-work/actionaid-work-coast

[2] http://www.worldvision.org/our-work/international-work/kenya

[3] www.sussex.ac.uk/cie/documents/report-ghana-1july2011.pdf

[4] http://partnershipsinaction.org/content/reading-all-kenya

Abcproject Kenya currently has seven cluster of school library mentorship programmes across the Coast Region of Kenya. Six of these clusters have less than 20 schools in each cluster; the newest (7th) has more schools. The list below shows the names of the clusters and the organizations which support them.

1. Shimba Hills Cluster with 15 schools Libraries functional as reading promotions due to poor infrastructures.(Abcproject fundraising)
2. Changamwe Cluster 16 schools(Supported by World Vision Kenya)
3. Mwakirunge Cluster 4 schools(Supported by Action Aid Kenya)
4. Langobaya Cluster 16 schools(Supported by Action Aid Kenya)
5. Marafa Cluster 10 schools(Supported by Action Aid Kenya)
6. Wenje Cluster 16 schools(Supported by Action Aid Kenya)
7. Kwale Cluster 10 schools(Supported by Abcproject/Swedish friends fundraising)

By February 2012, school library mentorship programmes will be operational in **87 schools**. There are approximately another 85 schools which are at the initial stage of the mentorship program development process. These schools are also working with the Agha Khan Foundation (see Footnotes 3 and 4, page 14), which is assisting them with an early grade reading program.

The Abcproject wants to clearly provide the link between literacy and libraries in these schools. An additional programme will be started by March 2012 after which there will be a network of **168 schools** in the school libraries mentorship program. Mangale visits all these schools every year with the help of the Chairman of the Association of Primary School Librarians, Coast Region Kenya. They are also sometimes assisted by members of regional committees.

Abcproject Kenya also works together with number of community libraries. As explained above, the first community library program was established by Mangale and was adopted by the Kenya National Library services. These community libraries also work together with and support the school libraries in their areas.   Three community library programs are already functional and two are proposed:

1. Kwale Community Library
2. Kinango Community Library
3. Kwale County Cultural Library
4. Shimoni Community Library(proposed)
5. Samburu Community Library (proposed).

Chapter 2

A pilot research project on school libraries in rural Kenya

Introduction

In April 2012, Mr. Daniel Mangale approached Dr. Albert Boekhorst and Dr Helen Boelens and asked for urgent assistance in a pilot research project which would collect data about the need for school libraries in public primary schools in rural Kenya. Both researchers are Board Members of the ENSIL Foundation. This foundation has a major project which is known as ALIES (A library in every school). Both researchers are also members of the IASL (International Association of School Librarianship) Research SIG, research team. They agreed to attempt to provide assistance in this project and have provided their expertise free of charge.

It should be noted, however, that neither of these researchers have been able to visit the schools which have taken part in this research, since a lack of research funding made this impossible. During this research and the writing of this report they have relied on information and photographs of the schools and their school libraries, which has been supplied by Mr Daniel Mangale and his colleagues. Photographs have been provided throughout the report so that the reader can see the (desperate) circumstances in which these public primary schools operate.

Classroom conditions at one of the schools in this survey.

Methodology

The main aim of the research is to showcase the critical contribution of school libraries in public primary schools in Kenya. It will focus on the academic development of children in public primary schools in the rural areas. It is to be hoped that the research will show an increase in educational quality and academic achievement due to improved access to reading and information materials. The final report will also provide a critical evaluation of work that has been done by Abcproject Kenya and its partners: Actionaid International Kenya-Coast Regional Office and World Vision Kenya-Pwani chapter,Changamwe Program area, with support from the office of the Municipal Education Officer Mombasa. The report will also be used to assist policy development in order to clarify the role of the teacher librarian in primary schools. Positive research findings will provide the Abcproject with data for major lobbying and advocacy programs which will help in the development of schools libraries in Kenya, at national and regional level. It can also be used to request assistance for the project from the international community.

When Mangale approached the SIG for assistance, Boelens explained to him that some SIG members had been working on a simple set of qualitative questions, using research questions which were developed some years ago in the U.K.. In many research projects, data is collected from only one group of interviewees, e.g. school leaders, however in this instance, using this set of questions, data will be collected at different levels from:

1. School leaders.
2. Teachers
3. School librarian / teacher librarians
4. Students.

Answers and opinions may vary, depending on the specific group of interviewees.

Although these sets of questions had not officially been reviewed by the IASL Research SIG research team members, it was agreed that in view of the urgency, they could be used in the pilot survey.

The research will be carried out in the coastal region of Kenya because this has been the key area of Abcproject operations for the last three years. It is critical to assess the work which has been done thus far, to see if it has had any impact on educational quality and academic achievement of pupils.

Research will be carried out using qualitative or mixed methods research strategies. **<u>Quantitative data will not be collected</u>** (i.e. about the actual size of the collection, etc.) due to differences of opinion at international level concerning

definitions of school libraries and school library staff. The recent publication of the IASL Research SIG (IASL 2012) will be used as a guideline.

Data collection

The research project began on 16th March, 2012. Actual data was collected during the last two weeks of April 2012 by the following people:

1) Mr. Daniel Mangale, Local Consultant in Literacy and Reading and Team Leader of the Abcproject Kenya

2) Mr. Silvester Ohene Mulambe, Senior Deputy Director of Education, Ministry of Education, Nairobi, Kenya

3) Mr. Leonard Yaa, Chairperson of the Coast Teacher Librarians' Association, Kenya

4) Mr. Mwanajum Heribae, Local Rights Manager, Action Aid International, Kenya (Wenje LRP).

It is important to note that data has not been collected in Kenya by the two international researchers, Boelens and Boekhorst. They have not visited the schools in this survey and have relied on data and other information which has been provided by Kenyan colleagues.

After reviewing the data which has been returned, it has become clear that least one member of the international research team should have visited the place where the research is being carried out. This person should also be able to observe the actual collection of data , *in situ*. Also, interviewers should have received instruction in data collection from this person. The returned data reflected the lack of experience of the interviewers. For example it became clear that the research questions were discussed by members of the school community before data was returned, resulting in possible "strategies" by interviewees. Furthermore, younger children found the English questions difficult. Their mother tongue is Kiswahili and their skills in English are still developing. Mangale explained that some pupils therefore needed help from a friend or teacher when completing the questionnaire. Also, interviewees needed to be aware of the importance of answering all questions and not leaving blanks. This did not always occur, resulting in some sets of invalid data (see page 21). Complete sets of data from each interviewee are essential.

Experiences during data collection

Due to geographical location of the schools which were surveyed, access to the schools was difficult, especially to those located in rural areas. Transport was a challenge. The data collection team relied on goodwill and made use of organizational transport so that they could travel to these remote schools. These difficulties emphasized the fact that distance has been a disadvantage to the children in these remote areas, who have not had access to proper school or community libraries. This has affected their educational growth and development.

The collected data was scanned and then sent via E-mail to the international researchers. As mentioned later in this report, none of the schools in the rural areas have reliable internet connections, most of them did not have computers or ICT facilities and some do not have reliable sources of electricity. It was a major challenge to process the hundreds of documents and attachments. Scanning the questionnaires was very tiring for the support staff, and therefore additional help was hired to assist in this step of the research. In order to get a proper internet connection, the team had to work very late in the evening when there was less traffic on the web in Kenya. Nevertheless most of the data was received successfully by the researchers.

Pupils at one of the primary schools in this report.

Kenyan primary schools which took part in this research

Data was collected from 19 schools, which belong to the following clusters,

- Galole South school libraries cluster
- Marafa Cluster
- Langobaya Cluster
- Mombasa Cluster.

Name and location of participating schools

Table 1

Completed by school leaders.

Resp. Nr.	Name of school	Location
1	Masalani Primary School	Tana River County, Kenya
2	Mkomani Primary School	Tana River County, Kenya
3	Bondeni Primary School	Tana River County, Kenya
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya
5a	Maroni Primary School	Maroni, Tana River County, Kenya
5b	Maroni Primary School	Maroni, Tana River County, Kenya
6	Hara Primary School	Galole South, Tana River County, Kenya
7	Vukoni Primary School	Wenje, Tana River County, Kenya
8	Majengo Primary School	Majengo,Kilifi County, Kenya
9	Malanga Primary School	Malindi, Kilifi County, Kenya
10	Maji Langonbaya Primary School	Langobaya, Kilifi County, Kenya
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya
12	Garashi Primary School	Garashi , Kilifi County, Kenya
13a	Masindeni Primary School	Masindeni,Kilifi County, Kenya
13b	Masindeni Primary School	Masindeni,Kilifi County, Kenya
14	Kayadagamra Primary School	Marafa,Kilifi County Kenya
15	Girimacha Primary School	Girimacha,Kilifi County, Kenya
16	Marimani Primary School	Mombasa County Kenya
17	Miritini World Bank Primary School	Mombasa County, Kenya
18	Mwakirunge Primary School	Mombasa County, Kenya
19	Likoni Muslim Primary School	Mombasa County, Kenya

Data was collected from four distinct groups of interviewees:

1. School leaders.
2. Teachers
3. School librarian / teacher librarians
4. Students.

Valid and invalid data

Data returned by school leaders

This data is complete.

Data returned by teachers

Unfortunately, after data from teachers was collated and reviewed, it became clear that certain data from some schools was incomplete (missing). Mr Mangale was requested to double check to find out whether or not this data may have been mislaid but it could not be located. For this reason data from teachers from these specific schools is unacceptable as part of the research and has been declared invalid. Furthermore, some teachers at other schools did not complete questions relating to internet facilities at the schools, since they considered these questions to be irrelevant. This will be discussed later in this report.

Data returned by teacher librarians

Once again, unfortunately, the data from teachers librarians from the following schools was incomplete (missing) and could not be located. For this reason data from teacher librarians from these specific schools is unacceptable as part of the research and has been declared invalid. Also there were some questions concerning the quality of data about the training of teacher librarians, which will be discussed later in this report.

Data returned by students / pupils

At 14 schools, (response Nrs. 1 – 14) complete sets of data were returned from 6 to 8 pupils, however some data was consistently missing from the Malange Primary School (response Nr. 9). The Girimacha Primary School (response Nr. 15) only returned data from 1 pupil. No data was received from pupils at the four schools located in Mombasa County, Kenya (response Nrs. 16-19). For this reason data from pupils from these 4 specific schools is unacceptable as part of the research and has been declared invalid.

As explained above, this is a pilot project. It is to be hoped that if data collection teams received clear instructions before data collection begins, similar problems will be avoided in future surveys.

Chapter 3

A closer look at data supplied by school leaders

School leaders were asked to complete questions in the following categories:

General information about the school
School leader's concept of a school library
Goals of the school library
Access to the school library
Adequacy of the school's reading resources (school library collection)
Training of the school librarian / teacher librarian
Funding for the school library and for reading resources
Access to and use of ICT and Internet throughout the school
Additional facilities and services needed to set up a school library

General information about each participating school

The following data was received from 23 school leaders. At two schools (Resp. Nr. 5 and 13) two school leaders provided information.

Table 2

Completed by school leaders.

Resp. Nr.	Name of school	Location	No. of pupils	No. of teachers	Ages of pupils - youngest	Ages of pupils - eldest	Date opening school
1	Masalani Primary School	Tana River County, Kenya	407	8	6	14	2009
2	Mkomani Primary School	Tana River County, Kenya	310	7	6	16	2010
3	Bondeni Primary School	Tana River County, Kenya	696	12	8	14	N/A
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	302	8	6	16	2010
5a	Maroni Primary School, director	Maroni, Tana River County, Kenya	284	9	6	15	2010
5b	Maroni Primary School principal	Maroni, Tana River County, Kenya	284	8	6	15	2010
6	Hara Primary School	Galole South, Tana River County, Kenya	270	8	6	15	2010
7	Vukoni Primary School	Wenje, Tana River County, Kenya	195	5	7	17	2010
8	Majengo Primary School	Majengo,Kilifi County, Kenya	502	8	ND	18	2010
9	Malanga Primary School	Malindi, Kilifi County, Kenya	540	14	6	20	2007
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	838	17	6	21	2009
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	797	14	6	17	ND
12	Garashi Primary School	Garashi , Kilifi County, Kenya	580	11	7	19	Unclear
13a	Masindeni Primary School – school leader 1	Masindeni, Kilifi County, Kenya	960	19	4	20	2010
13b	Masindeni Primary School - school leader 2	Masindeni, Kilifi County, Kenya	960	19	4	20	2010
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	292	6 TSC, 3 PTA	6	17	2009
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	370	11	4	14	2005
16	Marimani Primary School	Mombasa County Kenya	875	16?	7	18	2011
17	Miritini World Bank Primary School	Mombasa County, Kenya	1047	24	7	22	2011
18	Mwakirunge Primary School	Mombasa County, Kenya	725	15	6	19	2010
19	Likoni Muslim Primary School	Mombasa County, Kenya	950	20	6	17	2011
		Total	10940	235			

Abbreviations: ND = No data

N/A = Not applicable

Table 2 provides the following information:

- At the time when the survey took place, school leaders from 19 primary schools reported 10,940 pupils and 235 teachers, indicating that on average there are about 46 pupils in each class, however many individual classes are much larger.

- The ages of the pupils range from 4 years to 22 years. Some pupils who had not been able to attend school when they were younger, started their education when free primary school education (FPE) became available in Kenya.

- The schools in this survey are all less than 10 years old. The Girimacha Primary School opened in 2005; the Malanga Primary School in 2007. All other 17 schools in this research project are very new – they opened their doors between 2009 and 2011.

School leader's concept of a school library

Table 3

Completed by school leaders

Question: A school library should be	Strongly agree	Agree	Neither agree nor disagree (no opinion)	Disagree	Disagree strongly	No data	Total
1. A welcoming place for pupils and staff	7 (33.3%)	9 (42.85%)	1 (4.76%)	0	0	4	21
2. A comfortable room with sufficient work space, adequate lighting etc.	4 (19%)	6 (28.57%)	1 (4.76%)	5 (23.81%)	2 (9.52%)	3	21
3. Conducive to study	6 (28.57%)	5 (23.81%)	1 (4.76%)	2 (9.52%)	2 (9.52%)	5	21
4. Easy to use with plenty of guidance for independent use	2 (9.52%)	9 (42.85%)	0	7 (33.3%)	0	3	21
5. Organised in a way that lets users control their own information search	2 (9.52%)	8 (38.09%)	0	5 (23.81%)	3 (14.28%)	3	21
6. Well stocked with materials for all age groups	5 (23.81%)	3 (14.28%)	0	9 (42.85%)	1 (4.76%)	3	21

Table 3 shows that the majority of school leaders agree with questions 1, 3 and 4 but disagree with questions 3, 5 and 6. Chapter 7 or this report provides comparisons of the answers which were provided to these questions by other groups of interviewees.

Note:

Both the school director and the school principal from Maroni Primary School and two school leaders from the Masindeni Primary School completed this section of the questionnaire.   Also three school leaders from the Mkomani Primary School, the Gafuru Primary School and the Hara Primary School failed to supply any data for this section of the questionnaire (no data).

Later in this chapter, school leaders comment on facilities which good school libraries need.

Goals of the school library

Table 4

Completed by school leaders

Resp. Nr.	Name of school	Location	Library policy	Improve reading	Providing reading resources	Quality of education	Enhance academic achievement
1	Masalani Primary School	Tana River County, Kenya	No	Yes	Yes	Yes	Yes
2	Mkomani Primary School	Tana River County, Kenya	N/A	Yes	Yes	Yes	Yes
3	Bondeni Primary School	Tana River County, Kenya	N/A	Yes	Yes	Yes	Yes
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	N/A	Yes	Yes	Yes	Yes
5a	Maroni Primary School, director	Maroni, Tana River County, Kenya	Yes	Yes	Yes	Yes	Yes
5b	Maroni Primary School principal	Maroni, Tana River County, Kenya	Yes	Yes	Yes	Yes	Yes
6	Hara Primary School	Galole South, Tana River County, Kenya	ND	Yes	Yes	Yes	ND
7	Vukoni Primary School	Wenje, Tana River County, Kenya	ND	Yes	Yes	Yes	Yes
8	Majengo Primary School	Majengo,Kilifi County, Kenya	No	Yes	Yes	Yes	Yes
9	Malanga Primary School	Malindi, Kilifi County, Kenya	ND	Yes	Yes	Yes	Yes
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	ND	Yes	Yes	Yes	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	Yes	Yes	Yes	Yes	Yes
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	Yes	Yes	Yes	Yes
13a	Masindeni Primary School – school leader 1	Masindeni, Kilifi County, Kenya	No	Yes	Yes	Yes	Yes
13b	Masindeni Primary School - school leader 2	Masindeni, Kilifi County, Kenya	No	Yes	Yes	Yes	Yes
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	Yes.	Yes	Yes	Yes	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	Yes	Yes	Yes	Yes	Yes
16	Marimani Primary School	Mombasa County Kenya	ND	Yes	Yes	Yes	Yes
17	Miritini World Bank Primary School	Mombasa County, Kenya	Yes	Yes	Yes	Yes	Yes
18	Mwakirunge Primary School	Mombasa County, Kenya	No	Yes	Yes	Yes	Yes
19	Likoni Muslim Primary School	Mombasa County, Kenya	Yes	Yes	Yes	Yes	Yes

Table 4 provides the following information:

<u>Library policy</u>:
Even though they do not actually have a school library, 29% of the 19 schools in the survey have an official school library policy.
24% do not have an official library policy.
53% did not answer this question.

<u>Goals of the school library: to improve reading</u>
100% agreed

<u>Goals of the school library: to provide reading resources</u>
100% agreed

<u>Goals of the school library: to increase the quality of education</u>
100% agreed.

<u>Goals of the school library: to enhance academic achievement</u>
95% agreed
The school leader at the Hara Primary School did not answer this question.

School leaders were invited to mention other important objectives of the school library (open question). The following answers were received:

- To develop a reading culture at school and in the society
- To develop and improve literacy and reading skills
- To increase reading pleasure / enjoyment
- To get access to information
- To improve knowledge
- Promote understanding
- To develop communication skills which will enable pupils to communicate critically in writing.
- To improve the use of languages and especially to improve performance in the English language (both spoken and written)
- Pupils should be able to read and answer comprehension questions
- To teach organisational skills

Furthermore, some school leaders pointed out that a majority of schools in the survey are new and that their school libraries still need to be fully developed. Infrastructure remains the biggest challenge.

Access to the school library

During the survey, unclear data was collected about pupils' access to the school library, however on 5 November 2012 Mangale explained that none of the schools actually have a school library room or building. Books are placed in a storage facility; children can borrow them with the help of the teacher librarian or their language teachers. For this reason, data on access to the school library has been excluded from this report.

Adequacy of the school's reading resources (school library collection)
Table 5
Completed by school leaders

Respr. Nr.	Name of school	Location	Books	Information resources	Reference materials	Video/audio	Access to video/ audio player in the library?	Please explain.
1	Masalani Primary School	Tana River County, Kenya	No	No	No	No	No	A video player is hired occasionally for science lessons.
2	Mkomani Primary School	Tana River County, Kenya	No	No	No	No	No	
3	Bondeni Primary School	Tana River County, Kenya	No	No	No	No	No	
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	No	No	No	No	Yes	
5a	Maroni Primary School, director	Maroni, Tana River County, Kenya	No	Yes	Yes	No	No	
5b	Maroni Primary School principal	Maroni, Tana River County, Kenya	Yes	Yes	Yes	No	Yes	
6	Hara Primary School	Galole South, Tana River County, Kenya	No	No	No	No	No	
7	Vukoni Primary School	Wenje, Tana River County, Kenya	No	No	Yes	No	No	
8	Majengo Primary School	Majengo,Kilifi County, Kenya	No	No	No	N/A	No	
9	Malanga Primary School	Malindi, Kilifi County, Kenya	No	No	No	No	No	
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	No	No	No	No	No	
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	No	No	No	No	No	
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	No	No	No	No	
13a	Masindeni Primary School – school leader 1	Masindeni, Kilifi County, Kenya	No	No	No	No	No	
13b	Masindeni Primary School - school leader 2	Masindeni, Kilifi County, Kenya	No	No	No	No	No	
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	No	No	No	No	No	
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	No	ND	ND	No	No	
16	Marimani Primary School	Mombasa County Kenya	No	No	No	No	No	
17	Miritini World Bank Primary School	Mombasa County, Kenya	No	No	No	No	No	
18	Mwakirunge Primary School	Mombasa County, Kenya	No	No	No	No	No	
19	Likoni Muslim Primary School	Mombasa County, Kenya	No	No	No	No	No	

Table 5 provides the following information. Eighteen school leaders stated that the school's collection of reading resources is entirely inadequate. Open questions provided information that some schools do not even have one book for each pupil at the school – a ratio of less than 1 book for every 3 children was mentioned.

Training of the school librarian / teacher librarian

Even though none of the 19 schools in the curvey do not actually have a school library, school librarians / teacher librarians have been appointed and are being trained. The school librarian / teacher librarian at 15 schools has taken part in some form of library training. Three have not. One school leader replied that this question was not applicable to his school.

Table 6

Completed by school leaders

Resp. Nr.	Name of school	Location	Participation in available training	Costs
1	Masalani Primary School	Tana River County, Kenya	No	No
2	Mkomani Primary School	Tana River County, Kenya	Yes	No
3	Bondeni Primary School	Tana River County, Kenya	Yes	Yes
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	No	No
5a	Maroni Primary School, director	Maroni, Tana River County, Kenya	Yes	Yes
5b	Maroni Primary School principal	Maroni, Tana River County, Kenya	Yes	No
6	Hara Primary School	Galole South, Tana River County, Kenya	No	Yes
7	Vukoni Primary School	Wenje, Tana River County, Kenya	Yes	No
8	Majengo Primary School	Majengo,Kilifi County, Kenya	Yes	Yes
9	Malanga Primary School	Malindi, Kilifi County, Kenya	Yes	Yes
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	Yes	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	Yes	Yes
12	Garashi Primary School	Garashi , Kilifi County, Kenya	Yes	Yes
13a	Masindeni Primary School – school leader 1	Masindeni, Kilifi County, Kenya	Yes	Yes
13b	Masindeni Primary School - school leader 2	Masindeni, Kilifi County, Kenya	Yes	Yes
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	Yes	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	Yes	Yes
16	Marimani Primary School	Mombasa County Kenya	Yes	Yes
17	Miritini World Bank Primary School	Mombasa County, Kenya	Yes	Yes
18	Mwakirunge Primary School	Mombasa County, Kenya	Yes	No
19	Likoni Muslim Primary School	Mombasa County, Kenya	N/A	Yes

Table 6 shows that School leaders were asked if the costs of the training were a problem (i.e. and for this reason the school librarian / teacher librarian did not attend the training. Fifteen school leaders replied that costs were a problem; 4 said that they were not.

School leaders were invited to comment on the training of the school librarian (teacher librarian) at their school.

- This is a challenge at school level
- Training involves both human and material resources
- The librarian is well trained
- The librarian has attended three training sessions.
- The school librarian has received some training in school librarianship
- The librarian has undergone training and has acquired enough skills
- We do not have a librarian but a teacher helps the pupils in the library
- The librarian has not received any training (or inadequate training)
- No funds are available for training
- The cost of training is a problem due to the status of the school
- The FPE funds do not cover the training of a librarian
- Costs are a problem because some of the training is done at provincial level. It costs money to travel to the places where trainings are held. If the training can be done at local level, this will reduce the costs.
- The cost of training is usually covered by Action Aid
- Our librarian has had some training which was sponsored by World Vision
- At the moment the school cannot cater for any training programs
- Training services should be provided in colleges. Government funds for the school cannot be used for the training of teachers
- There is a need for support for training programmes for teachers

Funding for the school library and for reading resources

Table 7

Completed by school leaders

Respr. Nr.	Name of school	Location	How is the school library funded?	Please explain	Is there a budget for the school library?
1	Masalani Primary School	Tana River County, Kenya	FPE	FPE funds under supplementary materials	No
2	Mkomani Primary School	Tana River County, Kenya	ND		ND
3	Bondeni Primary School	Tana River County, Kenya	FPE	Portable readers are supported by the FPE Kitty	Other
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	ND		ND
5a	Maroni Primary School, director	Maroni, Tana River County, Kenya	Other	Moest (Ministry of Education School Grants), parents' contribution, well wishers	Yes
5b	Maroni Primary School principal	Maroni, Tana River County, Kenya	Action Aid	The library is funded by Action Aid Keerye DI	ND
6	Hara Primary School	Galole South, Tana River County, Kenya	ND		ND
7	Vukoni Primary School	Wenje, Tana River County, Kenya	Moest	Mostly from Moest (Ministry of Education School Grants).	Other
8	Majengo Primary School	Majengo,Kilifi County, Kenya	FPE	Receive reference materials from FPE funds	ND
9	Malanga Primary School	Malindi, Kilifi County, Kenya	GOK	Stocking by using GOK funds, which are inadequate	Other
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	ND		ND
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	SIMBA	Not funded but we buy books from government grants (SIMBA)	No
12	Garashi Primary School	Garashi , Kilifi County, Kenya	N/A		Other
13a	Masindeni Primary School – school leader 1	Masindeni, Kilifi County, Kenya	FPE	The library is funded by the FPE	No
13b	Masindeni Primary School - school leader 2	Masindeni, Kilifi County, Kenya	FPE	Funded through FPE, as disbursed by the Government of Kenya through Votehead	No
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	FPE	The library is funded by the FPE	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	No funding	No. There is no reservation for funding	No
16	Marimani Primary School	Mombasa County Kenya	Other	We just use the instructional materials supplied by the Ministry of Education	No
17	Miritini World Bank Primary School	Mombasa County, Kenya	Other	FPE does not allow the library to vote for funding	Yes
18	Mwakirunge Primary School	Mombasa County, Kenya	FPE	Through the government FPE grant	No
19	Likoni Muslim Primary School	Mombasa County, Kenya	No funding	Nobody funds the school	Yes

There is no specific budget for a school library (IASL 2012) as such. Table 7 provides the following information:

<u>Funding of the reading (school library) resources</u>

- Seven schools reported that the reading (school library) resources are funded by FPE funds, under supplementary materials or by funding from the Ministry of Education or the Government of Kenya.
- Four schools have reported that they receive grants from other sources.
- Three schools reported that they have no specific funding for the school library and that the library is not covered by FPA.
- One school leader reported that this question was not applicable to his school.
- School leaders from four schools did not answer this question.

<u>Budget for the reading (school library) resources</u>

- Four schools reported that they have a budget for the reading (school library) resources; six do not. School leaders from five schools did not answer this question and four answered "other".

<u>Other specific comments about the funding of the school library and its budget.</u>

- There is no budget as a result of financial restraints on both the school and the school community
- School library resources have been catered for in the funding for supplementary readers.
- Funds are provided by the government for supplementary readers. Funds are allocated for each child.
- A budget has not been established but there are plans to make one.
- We don't have funds set aside for library books.
- The money which the school receives is already budgeted for other purposes.

Please note that some school leaders are talking about the basic provision of supplementary readers when answering this question. The CSAE (2009) has reported that when Free Primary Education came into effect in Kenya, the Ministry of Education took over school financing. This was previously the responsibility of local School Management Committees and parent associations. A further study would clarify whether or not these changes have affected the budget for reading (school library) resources.

Access to ICT and Internet throughout the school

Table 8

Completed by school leaders

Respr. Nr.	Name of school	Location	Computers in library for teachers and pupils	How many?	Available software applications	Please explain.	Is there access to the INTERNET or Email?	Please explain.
1	Masalani Primary School	Tana River County, Kenya	N/A	N/A	N/A		N/A	
2	Mkomani Primary School	Tana River County, Kenya	ND	ND	ND		ND	
3	Bondeni Primary School	Tana River County, Kenya	ND	N/A	N/A		N/A	
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	No	ND	ND		ND	
5a	Maroni Primary School, director	Maroni, Tana River County, Kenya	No	N/A	N/A		N/A	
5b	Maroni Primary School principal	Maroni, Tana River County, Kenya	No	N/A	N/A		N/A	
6	Hara Primary School	Galole South, Tana River County, Kenya	No	ND	ND		ND	
7	Vukoni Primary School	Wenje, Tana River County, Kenya	N/A	N/A	N/A		N/A	
8	Majengo Primary School	Majengo,Kilifi County, Kenya	ND	N/A	N/A	No software available	No	
9	Malanga Primary School	Malindi, Kilifi County, Kenya	ND	N/A	N/A		N/A	
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	No	N/A	N/A		N/A	
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	No	N/A	N/A		N/A	
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	N/A	N/A		N/A	
13a	Masindeni Primary School – school leader 1	Masindeni, Kilifi County, Kenya	No	N/A	N/A		N/A	
13b	Masindeni Primary School - school leader 2	Masindeni, Kilifi County, Kenya	ND	N/A	N/A		N/A	
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	N/A	N/A	N/A		N/A	
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	No	N/A	N/A		N/A	
16	Marimani Primary School	Mombasa County Kenya	No	Nil	N/A		N/A	
17	Miritini World Bank Primary School	Mombasa County, Kenya	No	N/A	N/A		N/A	
18	Mwakirunge Primary School	Mombasa County, Kenya	No	N/A	N/A		N/A	
19	Likoni Muslim Primary School	Mombasa County, Kenya	ND	No	N/A		N/A	

Table 8 provides the following information:

<u>Computers in the school library for teachers and pupils:</u>
Twelve school leaders reported that they do not have computers in the school library for teachers and pupils. Three school leaders replied that this question is not applicable. School leaders from six schools did not answer this question.

<u>Available software applications:</u>
This question was not applicable.

<u>Access to the INTERNET or Email:</u>
This question was not applicable.

Please note:
After reviewing the questionnaires and comments, the researchers became aware that the questionnaire should have contained two more very relevant questions:
• Does the school have reliable electricity
• Does the school (or the place in which the school is located) have reliable internet connections.

Additional facilities and services needed to set up a school library

School leaders were asked to provide information about additional facilities and services which are needed in the school library. In total, 21 school leaders answered this question. The majority of comments fell into the following categories – the need for:

<u>A library room or building</u>
It became evident after reviewing the data that when some school leaders were speaking about the "library", they were talking about the location of all the reading resources which are available throughout the school (sometimes a large box). The need for a library room or building was mentioned by 12 school leaders (57% of the interviewees), however one school leader pointed out that his school has a shortage of 8 classrooms and that the building of classrooms should have priority. This is confirmed by the illustration on pages 16, which shows classes taking place out of doors.

Another interviewee pointed out that the use of a school library building by members of the community could be an interesting possibility, thus providing a facility not only to the school but also to the entire community.

Another school leader pointed out that some of these new schools have large numbers of pupils[5] . Careful thought would need to be given to the size of the school library room or building, so that it would have enough space, furniture and facilities for the entire school community.

The size of the library would affect the adequate staffing of the library with trained library staff.

Sufficient reading materials

As pointed out in the Methodology, quantitative data was not collected during this survey (e.g. actual number of books in the school library), however seven school leaders (33.3%) spoke about the **desperate need** for more reading materials.

Also, the statistics on Table 2, page 24, show that pupils who attend the school range from age 4 years to age 22 years. School leaders pointed out that they not only need enough reading resources, they also need materials are suitable for pupils in many different age groups, who are learning at many different levels.

Computer technology and ICT facilities
Seven school leaders mentioned this (33.3%).

Modern library facilities, including furniture
Four school leaders mentioned this (19%)

Trained library staff
Four school leaders mentioned this (19%).

Adequate funds for the library
Two school leaders mentioned this (9.5%).

Videos and video players
Two school leaders mentioned this (9.5%).

Undoubtedly videos, video players, and ICT facilities could be used to improve the quality of education throughout the school, however some schools do not have electricity and internet connections are unreliable. This requirement would need to be reviewed at a later date, after an adequate supply of electricity and internet connections are available for the schools and after the school community has received adequate training.

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[5] See Table 2, page 24 of this report.

<u>Other facilities which are needed</u>

Other school leaders specifically mentioned the need for funding for library lessons for pupils.

Conclusions to Chapter 3

Data was supplied by 21 school leaders from 19 public primary schools from the Coast Region of (rural) Kenya. These schools served 10,940 pupils and had 235 teachers. The ages of the pupils ranged from 4 years to 22 years. The majority of 16 schools were built between 2005 and 2011 – the majority (14) being built between 2009 and 2011. Three schools supplied unclear data.

Since most of the schools in the survey have only recently been established, school leaders have needed to rapidly acquire the managerial skills to run these large primary schools. They face many urgent challenges on a daily basis (KENPRO, 2010), such as delays in funding disbursement, teacher shortages, lack of school building and learning facilities, etc.). The establishment of the school library was perhaps not as urgent as some of these other challenges.

Furthermore, some school leaders pointed out that their school libraries are not yet fully developed. Infrastructure remains the biggest challenge, however, as the school library evolves, the quality of education at the school and the educational achievement of pupils is expected to increase. There is irrefutable evidence that this has happened at international level (IASL, 2008).

Before this research began, interviewees were not provided with a specific definition for a school library.   Answers to survey questions reflect the fact that school leaders have used their own definitions. Only 29% of the 19 schools have an official school library policy, however there was general agreement about the goals of the school library (Table 4, p. 27):

- To improve reading and literacy – 100%. This includes the development of literacy, reading skills and reading pleasure and enjoyment.   Also the development of a reading culture at school in the community was mentioned.
- To provide reading resources – 100%
- To increase the quality of education – 100%
- To enhance academic achievement – 95%

School leaders also mention other important objectives of the school library (open question):

- To improve knowledge and to teach the school community how to access information (media and information literacy skills). To teach organisational skills during library lessons.
- To promote understanding
- To develop communication skills which will enable pupils to communicate critically in writing.
- To improve the use of languages and to increase comprehension. Some school leaders specifically mentioned the need to improve performance in English language skills ((both spoken and written)

At the present time, the 19 schools in the Kenyan survey take part in a school library mentorship programme. School leaders have clearly indicated that they want to develop good school libraries.

Also, at the completion of the study, researchers agree that the following questions should have been included in the questionnaire for school leaders:

1. Does your school have a school library (which complies with the recent IASL guidelines (IASL, 2012)?

2. If not, would you like to establish a school library in your school?

3. What would be your reasons for doing so (open question)?

4. What would inhibit you from doing so?

5. Does your school take part in the Abcproject School Libraries Mentorship Programme?

If a school library is established, this will mean that the teacher librarian will need to acquire new skills. At this stage the need for training of the teacher librarian is not fully appreciated by some school leaders; some think that the librarian is already well trained while others believe that the librarian needs further training.

With regard to funding for reading resources and for a school library as such, school leaders indicate that this is inadequate, and that there is a dire need for reading materials. In future research, it is possible that questions about the funding for reading resources and the school library budget should be reworded.

School leaders were asked to comment on the use of ICT in the school library. The data which was collected indicates that none of the 19 schools have computers for the use of pupils and teachers. Some schools do not have electricity and that even if this is available, internet connections are unreliable.

Finally, school leaders have provide information about additional facilities and services which are currently needed to set up a school library.

Recommendations for school leaders

As a result of the survey, it is recommended that school leaders may need more assistance with the difficult tasks and challenges which face them. School leaders from primary schools throughout Kenya should be invited to attend seminars about the need for the establishment of reading and literacy programmes and school libraries. Experts at national and international level, who have proven expertise in the above matters and who are familiar with and have a working knowledge of school library work in different countries on the African continent, should be invited to conduct these seminars.   During the seminars, training and discussions should be provided on the following points:

- *What is a school library? – an international perspective* See: http://www.iasl-online.org/about/sigs/sig_research.html

- Improvements in the quality of education at the school and the educational achievement of pupils which can be expected if emphasis is placed on the provision of a good school library. This particular seminar should provide school leaders with a deeper understanding of this subject.

- The school library budget – how to write a budget proposal, acquire funds for the library and allocate them effectively.

- The need for adequate training for the school librarian - the set of skills which a school librarian in 21st century education needs.

- The introduction of ICT into the school, taking into account the successes and failures which were encountered in schools where ICT has already been introduced. The link between the skills which a trained school librarian can bring to the school, so that ICT can be introduced in a careful manner.

Chapter 4

A closer look at data supplied by teachers

General information

The interviewers were requested to collect data from two teachers at each of the 19 schools in the survey (38 teachers). Data was actually received from 31 teachers, i.e. this section of the survey was not completed by 2 teachers from response Nr. 9, 10, 11 (data set from only 1 teacher) and 12. Teachers from the participating schools were asked to complete questions in the following categories:

Teacher's concept of a school library
Teacher's use of the school's reading resources (school library collection)
Purpose of visit
Adequacy of the school's reading resources (school library collection)
Access to and use of ICT and Internet throughout school library
Teacher's use of internet at school or at home.
Additional facilities and services needed to set up a school library.

Teacher's concept of a school library

Table 9

Completed two teachers from each of the participating schools

Nr.	Question: The school library should be	Strongly agree	Agree	Neither agree nor disagree (no opinion)	Disagree	Disagree strongly	No data	N/A	Total
1	A welcoming place for pupils and staff	13 (41.94%)	13 (41.94%)	0	1 (3.22%)	1 (3.22%)	1 (3.22%)	2 (6.47%)	31 100%
2	A comfortable room with sufficient work space, adequate lighting etc.	5 16.09%	6 (19.35%)	3 (9.7%)	6 (19.35%)	7 (22.57%)	2 (6.47%)	2 (6.47%)	31 (100%)
3	Conducive to study	7 22.57%	6 (19.35%)	3 (9.7%)	9 28.99%	2 (6.47%)	1 (3.22%)	3 (9.7%)	31 (100%)
4	Easy to use with plenty of guidance for independent use	7 (22.57%	4 (12.9%)	3 (9.7%)	8 25.79%	6 (19.35%)	1 (3.22%)	2 (6.47%)	31 (100%)
5	Organised in a way that lets users control their own information search	10 32.26%	3 (9.7%)	1 (3.22%)	8 (25.79%0	5 (16.09%)	2 (6.47%)	2 (6.47%)	31 (100%)
6	Well stocked with materials for all age groups	16 (51.61%)	7 (22.58%)	1 (3.22%)	2 (6.47%)	4 (12.9%)	1 (3.22%)	0	31 (100%)

The teachers who answered the survey seem to agree on the following:

- Approx. 84% replied in a positive way to question 1 and agree that the school library should be a welcoming place for teachers and staff.

- Approx. 42% replied that it should also be a comfortable room with sufficient work space, adequate lighting etc. (question 2) .

- Approx. 41.92% replied that the library should be conducive to study, while 35.46% disagreed (question 3).

- Approx. 45% replied in a positive way to question 4 while approx. 35.5% did not. This question may also need to be reworded in a future survey.

- Question 5 was unclear to teachers who completed the questionnaire and needs to be revised.

- The answers to question 6 clearly show the desperate need for reading resources and for improvements in reading resources throughout the school.

Teacher's use of the school's reading resources (school library collection) - Visits

Table 10a

Completed by two teachers from each school

Quest. Nr.	Question	Daily	Weekly	Occasionally	Rarely	ND	Total
1.	How frequently do you use the school's reading resources?	9 (29%)	12 (38.7%)	3 (9.7%)	6 (19.35%)	1 (3.22%)	31 (100%)

This table shows that the majority of teachers use the school's reading resources on a regular basis.

The purpose of visit

Table 10b

Completed by two teachers from each school

Quest. Nr.	Question	Yes	No data	Other	Total
2.	Support my teaching	29	2	No comments	31
3.	Find materials for pupils	24	7	No comments	31
4.	Use the Internet/ email	1	30	No comments	31
5.	Use the computer (software applications)	0	31	No comments	31
6.	Use video/ audio players	0	31	No comments	31
7.	Use reference materials	21	10	No comments	31
8.	Private study	13	18	No comments	31
9.	Talk with pupils	8	23	No comments	31
10.	Support my own reading	16	15	No comments	31
11.	Read newspapers, magazines, journals	4	27	No comments	31
12.	Plan lessons	6	25	No comments	31
13.	Conduct lessons	6	25	No comments	31
14.	Print materials / photocopy	1	30	No comments	31
15.	Other (please explain)	0	31	No comments	31

The main reasons for these visits are:
- to support teaching
- to find materials for pupils
- to use the reference materials
- to support the teacher's own reading
- private study.

However it should be noted that this set of questions, at international level, are applicable to schools which actually have a school library room or building.

Adequacy of the school's reading resources (school library collection)

Table 11
Completed by two teachers from each school

Question 1	Extremely useful	Adequate	Extremely useful but not adequate	Inadequate	No data	Total
Are the resources of the school library <u>adequate?</u>	4 (12.9%)	4 (12.9%)	3 (9.7%	20 (64.5%)	0	31 (100%)

Question 2	All up to date	Up to date/somewhat up to date	Somewhat up to date	Not at all up to date	No data	Total
Are the resources of the school library <u>up to date</u>?	6 (19.37%)	1 (3.23%)	9 (29%)	13 (41.94%)	2 (6.46%)	31 (100%)

This data indicates that the majority of the teachers who were interviewed are not satisfied with the adequacy of the school's reading resources and would appreciate improvements in the quality of these resources.

Access to and use of ICT and Internet in the school

Table 12
Completed by two teachers from each school

Quest. Nr.	Question	Yes	No	Other – N/A	No data	Total
1	Are there enough computers in your school ?		26	0	5	31
2	Is there access to the Internet ?		27	0	4	31
3	Is the Internet access reliable?	2	17	8	4	31

Quest. Nr.	Question	Pupils	Teachers	Others	None	No data - N/A	Total
4	Do you the Internet at school?		2	2	6	21	31

This data confirms the lack of ICT facilities in the schools which were surveyed and that Internet access is often unreliable. Some schools do not have electricity.

Teacher's use of internet at school or at home

Table 13

Completed by two teachers from each school

Quest. Nr.	Question (tick all that apply)	In the school library	Elsewhere in school	At home	Other – N/A
1	I access the Internet	0	3	10	10

Quest. Nr.	Question (tick all that apply) I use the Internet primarily to:	Yes	No data	Total
2	To download materials for pupils	1	30	31
3	To find sites for pupils to use	1	30	31
4	To find materials to support my teaching	7	24	31
5	To acquire professional information	7	24	31
6	To write emails	7	24	31
7	Other	0	31	31

See Chapter 7, page 88 concerning the availability of reliable Internet connections and electricity. Also, suggestions are made regarding the training of the school staff in the use of ICT and the Internet within the school.

Additional facilities and services needed to set up a school library

Two teachers from each school have provided information about additional facilities and services which are needed in the school library, in order of priority:

• A library room or building (with shelves)
   Sixteen teachers mentioned this (51.6%)

• Computer technology and ICT facilities
   Sixteen teachers mentioned this (51.6%)

• Sufficient reading materials for different age groups, such as story books, magazines etc.
   Fourteen teachers mentioned this (45.2%)

- Modern library facilities, including furniture
  Five teachers mentioned this (16.1%)

- Internet access
  Five teachers mentioned this (16.1%)

- Videos and video players
  Three teachers mentioned this (9.68%)

- Printer and photocopying machine.
  Two teachers mentioned this (6.45%)

- Electricity
  Two teachers mentioned this (6.45%)

- Software applications
  Two teachers mentioned this (6.45%)

- Materials to support teaching and learning (perhaps these materials could be downloaded if ICT were available at the school).
  One teacher mentioned this (3.22%)

- E-learning facilities
  One teacher mentioned this (3.22%)

- Monitoring from library facilitators and other stakeholders
  One teacher mentioned this (3.22%)

- Support from donors
  One teacher mentioned this (3.22%)

There were also some very specific comments:

- At our school, Mwakirunge Primary School, we lack a library and computer facilities. Therefore talking about internet and other subjects like that does not mean anything to us.

- The school does not have even one computer, so we require some and provision of internet services.

- Very few books are available and some of them are not to the required standard, thus we require some.

Conclusions to Chapter 4

A review of the information provided by teachers shows that they are more involved in the day to day classroom activities and the needs of pupils than the school leaders. They have expressed the desire to improve the quality of their teaching and are of the opinion that this will be enhanced if certain facilities and services are provided to the school. They confirm that a good school library with an adequate supply of reading resources, managed by a trained school librarian / teacher librarian will increase academic achievement and the quality of education throughout the school.

Recommendations for teachers

As a result of the survey, it is recommended that after school leaders return from the seminars which have been suggested on page 40, meetings should be held with school leaders and teachers, allowing school leaders to disseminate the information which they have learned. If possible, similar seminars should also be provided for all teachers, if adequate funding is available for this purpose.

Also, teachers have expressed a clear desire to have ICT and Internet facilities in the school. They are convinced that these facilities will increase the quality of education throughout the school. Specific training sessions in the use of ICT in education would need to be held at regular intervals, in order to avoid problems which have arisen in schools which have already introduced ICT. Suitable training sessions are already available in many different forms.

Chapter 5

A closer look at data supplied by school librarians / teacher librarians

General information

School librarians / teacher librarians leaders were asked to complete questions in the following categories:

School librarian's / teacher librarian's concept of a school library
Goals of the school library
Co-operation with school principal and teaching staff
Access to the school library
Adequacy of the school's reading resources (school library collection)
Training of school librarian
School library administration
Funding for the school library and for reading resources
Access to and use of ICT and Internet throughout the school
Additional facilities and services needed to set up a school library.

Interviewees have stated that the school librarian / teacher librarian is one of the teachers at the school who has been given the supervision and running of the school reading resources facility (eventually the school library) as an extra task, on top of his or her teaching duties.

The following data was received from 13 school librarians / teacher librarians. No data was received from school librarians / teachers librarians at 5 schools (response Nrs. 9, 16, 17, 18, 19). Data from response Nr. 2 and for this reason is has been declared invalid. There were also problems with scanning and faxing data from one school (response Nr. 1). Parts of this data was illegible and it is therefore invalid. Therefore the rest of this report refers to data which was collected school librarians/teacher librarians from 12 schools.

School librarian's / teacher librarian's concept of a school library

Table 14

Completed by school librarians / teacher librarians

Question: The school library should be	Strongly agree	Agree	Neither agree nor disagree (no opinion)	Disagree	Disagree strongly	Total
1. A welcoming place for pupils and staff	5 (41.6%)	5 (41.6%)	1 (8.3%)	1 (8.3%)	0	12
2. A comfortable room with sufficient work space, adequate lighting etc.	2 (16.67%)	3 (25%)	0	4 (33.3%)	3 (25%)	12
3. Conducive to study	4 (33.3%)	3 (25%)	0	5 (41.6%)	0	12
4. Easy to use with plenty of guidance for independent use	3 (25%)	2 (16.67%)	2 (16.7%)	5 (41.6%)	0	12
5. Organised in a way that lets users control their own information search	2 (16.67%)	2 (16.67%)	0	7 (58.3%)	1 (8.3%)	12
6. Well stocked with materials for all age groups	2 (16.67%)	1 (8.3%)	2 (16.67%)	5 (41.6%)	2 (16.67%)	12

The above data is compared with similar data received from other groups of interviewees in Chapter 7.

Goals of the school library

Table 15

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	Library policy	Improve reading	Providing reading resources	Quality of education	Enhance academic achievement
1	Masalani Primary School	Tana River County, Kenya	No	Yes	Yes	Yes	Yes
3	Bondeni Primary School	Tana River County, Kenya	No	Yes	Yes	Yes	Yes
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	ND	Yes	Yes	Yes	Yes
5b	Maroni Primary School,	Maroni, Tana River County, Kenya	No	Yes	Yes	Yes	Yes
6	Hara Primary School	Galole South, Tana River County, Kenya	ND	Yes	Yes	Yes	Yes
7	Vukoni Primary School	Wenje, Tana River County, Kenya	Yes	Yes	No	ND	ND
8	Majengo Primary School	Majengo, Kilifi County, Kenya	ND	Yes	Yes	Yes	Yes
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	Yes	Yes	Yes	Yes	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	Yes	Yes	Yes	Yes	Yes
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	Yes	Yes	Yes	Yes
13	Masindeni Primary School	Masindeni, Kilifi County, Kenya	ND	Yes	Yes	Yes	Yes
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	ND	Yes	Yes	Yes	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	No	Yes	Yes	Yes	Yes

Additional comments from the Girimacha Primary School, Girimachi, Kenya (response Nr. 15): The goals of the school library are to enhance the reading culture in order to improve performance; to provide a resource venue where the school and the community can access information.

Table 15 provides the following information:

<u>Library policy</u>
23% of the 13 school librarians/teacher librarians who returned data replied that their school has an official library policy.
38.5% do not have an official library policy.
38.5% did not answer this question.

<u>Goals of the school library:</u>
- to improve reading - 100% agreed.
- to provide reading resources - 93% agreed; 7% disagreed.
- to increase the quality of education - 93% agreed. 7% did not answer the question.
- to enhance academic achievement - 93% agreed. 7% did not answer the question.

Co-operation with the school principal and the teaching staff

Table 16

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	Regular discussions with school principal	Regular discussions with teaching staff	School library enhances school curriculum
1	Masalani Primary School	Tana River County, Kenya	Yes	Yes	Yes
3	Bondeni Primary School	Tana River County, Kenya	Yes	Yes	Yes
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	Yes	Yes	Yes
5b	Maroni Primary School,	Maroni, Tana River County, Kenya	Yes	Yes	Yes
6	Hara Primary School	Galole South, Tana River County, Kenya	No	No	Yes
7	Vukoni Primary School	Wenje, Tana River County, Kenya	Yes	Yes	Yes
8	Majengo Primary School	Majengo, Kilifi County, Kenya	Yes	Yes	Yes
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	Yes	Yes	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	No	No	Yes
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	Yes	Yes
13	Masindeni Primary School	Masindeni, Kilifi County, Kenya	Yes	Yes	Yes
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	Yes	Yes	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	Yes	Yes	Yes

Table 16 provides the following information.

- At 10 schools, the school librarian / teacher librarian indicated that he has regular discussions about library matters with the school leader. 3 did not.

- At 11 schools, the school librarian / teacher librarian indicated that he has regular discussions about library matters with the teaching staff, especially about the support which the school library can give to the school curriculum. Two did not have regular discussions of this nature.

- All the school librarians / teachers librarians who returned the questionnaire agree that the school library enhances the school curriculum.

Access to the school library

See comment on page 29. Data on access to the school library has been excluded from this report.

Adequacy of the school's reading resources (school library collection) - per resource type

Table 17a

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	Books	Information Resources	Reference materials	Video/audio	Access to video/audio player in library	Need for more books and other resources in the school library
1	Masalani Primary School	Tana River County, Kenya	No	No	No	No	No	Yes
3	Bondeni Primary School	Tana River County, Kenya	No	No	No	N/A	N/A	Yes
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	Yes	Yes	Yes	Yes	No	Yes
5b	Maroni Primary School,	Maroni, Tana River County, Kenya	No	No	No	No	No	Yes
6	Hara Primary School	Galole South, Tana River County, Kenya	No	No	No	No	No	Yes
7	Vukoni Primary School	Wenje, Tana River County, Kenya	No	No	No	No	No	No
8	Majengo Primary School	Majengo, Kilifi County, Kenya	No	No	No	No	No	Yes
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	No	No	Yes	Yes	No	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	No	No	No	No	No	Yes
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	No	No	No	No	Yes
13	Masindeni Primary School	Masindeni, Kilifi County, Kenya	No	No	No	No	No	Yes
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	No	No	No	No	No	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	No	No	No	No	No	Yes

Tables 17a and b provide the following information.

School librarians / teacher librarians were asked to comment on the adequacy of the school library collection and their specific needs for the school library i.e. books and other materials in the school library. This information is recorded in Table 19b.

School librarians / teacher librarians were asked whether or not there is a need for more books and other resources in the school library. 100% replied in the affirmative.

Thirteen school librarians / teacher librarians returned data about the quantity of resources which is available:

Adequacy of the school's reading resources (school library collection) - quantity

Table 17b

Completed by school librarians / teacher librarians

Type of material – Do you need?	No, there are enough	%	Yes, we need these materials etc.	%	Not applicable
Books	1 school	7.6%	12 schools	92.4%	-
Inf. resources	1 school	7.6%	12 schools	92.4%	-
Reference materials	2 schools	15.2%	11 schools	84.8%	-
Video/audio	2 schools	15.2%	10 schools	77.2%	1 school
Access to video/audio player?	-	-	12 schools	92.4%	1 school

Interviewees have clearly confirmed that there is an urgent need for additional library resources. With regard to the questions about video, audio materials and ICT facilities, some schools in this survey do not have a reliable supply of electricity and therefore this question is not applicable.

An open question followed, allowing for comments from the interviewees to explain what they need. These remarks are as follows:

Question : Explain what you need?
- There is a need for books and readers in both English and Kiswahili (Swahili).

- We need more readers to cater for learners' emergent reading levels. We also need video and audio materials in order to easily access a wide range of information.
- More storybooks are needed because of the high enrolment of children. The storybook ratio is too low, since we have only 400 storybooks for 960 pupils.
- More story books, more information books and more reference books because the school does not have many of these.
- More reference materials are needed to allow children to access more information.
- There are not enough reference materials and we are in dire need of them to facilitate smooth learning.
- Supportive learning materials, e.g. encyclopaedias, magazines, newspapers
- There are not enough books, considering the number of pupils at the school. Numbers of pupils at the school are high;
- Our school doesn't receive any library books from any source or donor;
- Videos and audio players. At the moment that are unavailable. Video and audiovisual materials are also unavailable. If these are available, the children could learn more through seeing and hearing.
- Storage materials, shelves etc.
- A good room especially for the library.
- More information and reference materials
- A computer

A number of school librarians / teacher librarians went on to explain the importance of the role of the school library in education:

- Library books increase pupils' reading skills, enhances learning and academic performance.

A similar question about the adequacy of the school's reading resources was asked to school leaders (see Table 11, p. 45). A comparison of two different sets of answers will be made in Chapter 7.

Training of school librarian

Table 18

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	Participation available training
1	Masalani Primary School	Tana River County, Kenya	Yes
3	Bondeni Primary School	Tana River County, Kenya	Yes
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	Yes
5b	Maroni Primary School	Maroni, Tana River County, Kenya	Yes
7	Vukoni Primary School	Wenje, Tana River County, Kenya	Yes
9	Malanga Primary School	Malindi, Kilifi County, Kenya	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	Yes
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	Yes
16	Marimani Primary School	Mombasa County Kenya	Yes
17	Miritini World Bank Primary School	Mombasa County, Kenya	Yes
18	Mwakirunge Primary School	Mombasa County, Kenya	Yes

Only eleven of the school librarians / teacher librarians from the nineteen schools in this survey answered this set of questions about their training in school librarianship. Please note that school librarians from 4 schools (response nr. 9, 16, 17 and 18) who did not answer any of the other questions in the questionnaire for school librarians / teacher librarians, chose to reply to this particular question.

According to Mangale:

These trainings take the form of capacity building meetings and are organised by Mangale for World Vision and Action Aid. They usually contain basic steps on how to establish and run a successful school library, taking into consideration resource availability and other challenges. These trainings usually take one week and are presented to the teachers in modular form. During these trainings most of the teachers acquire basic library skills so that they can help children to access materials and use them adequately. So far there have been approximately ten such sessions, which have been attended by teachers from different clusters.

All the school librarians / teacher librarians who provided information about their training said that they had participated in available training whenever possible, however they mentioned that these were simple (inadequate) meetings and made the following comments:

- I have taken part in some workshops.
- I had attended two training sessions. One of them was about handling reference materials.
- Two interviewees said that they have had no training.
- I attended a two day seminar which was sponsored by Action Aid.
- I attended a course about cataloguing and the library collection.
- I attended a training. It was very interesting and I gained a lot of knowledge.
- I was inducted in school librarianship.
- I have had no real training, just one week's introduction which did not cover comprehensive aspects of school librarianship.

School library administration

Table 19

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	Write name in a register	Card catalogue system for borrowing	Card catalogue for collection	Computerised library catalogue	I would like to have a computerised library catalogue
1	Masalani Primary School	Tana River County, Kenya	Yes	ND	ND	ND	ND
3	Bondeni Primary School	Tana River County, Kenya	Yes	No	No	No	ND
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	Yes	No	Yes	No	Yes
5b	Maroni Primary School,	Maroni, Tana River County, Kenya	Yes	No	No	No	Yes
6	Hara Primary School	Galole South, Tana River County, Kenya	Yes	No	Yes	No	Yes
7	Vukoni Primary School	Wenje, Tana River County, Kenya	Yes	ND	ND	ND	ND
8	Majengo Primary School	Majengo, Kilifi County, Kenya	Yes	Yes	No	No	Yes
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	Yes	No	Yes	No	Yes
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	Yes	ND	ND	ND	Yes
12	Garashi Primary School	Garashi , Kilifi County, Kenya	Yes	No	Yes	No	Yes
13	Masindeni Primary School	Masindeni, Kilifi County, Kenya	Yes	ND	Yes	ND	Yes
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	Yes	Yes	ND	ND	ND
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	Yes	Yes	No	No	Yes

The data which was provided shows that the school library administration takes place at a very basic level. Table 19 provides the following information:

1. Thirteen school librarians / teacher librarians (100%) reported that when a pupil borrows a book, the librarian writes his or her name, together with the title of the book, in a register.
2. Three interviewees (23%) indicated that they use a card catalogue to administer the borrowing of books. Six interviewees (46%) did not do this. Four interviewees did not answer the question.
3. Five interviewees (38.5%) reported that they have a card catalogue of the actual collection. Four interviewees (31%) do not.   Four interviewees did not answer the question.
4. Eight interviewees (62%) reported that they do not have a computerised library catalogue. Five interviewees did not answer the question.
5. Nine interviewees stated that they would like to have a computerised school library catalogue; four did not answer the question.

The administration is sometimes taken care of by pupils who work as monitors in the library when the school librarian / teacher librarian is busy with other teaching tasks.

The introduction of computerised school library catalogues is not possible at this stage due to the lack of electricity and ICT facilities. If computers and ICT technology do become available in the school libraries, then the researchers strongly advise that the school librarians / teachers librarians should first of all undergo careful training in general ICT skills and also in the use of a computerised catalogue. In this way, problems which have been encountered by schools in other places which took this step earlier could be avoided. In the long run, the use of a computerised catalogue would benefit the entire school community.

Funding for the school library and for reading resources

Table 20

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	How is the school library funded?	Is there a budget for the school library?	Do you think the budget is adequate?
1	Masalani Primary School	Tana River County, Kenya	ND	Yes	
3	Bondeni Primary School	Tana River County, Kenya	FPE grants	Yes	No
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	FPE grants	Yes	Yes
5b	Maroni Primary School,	Maroni, Tana River County, Kenya	See comments	No	No
6	Hara Primary School	Galole South, Tana River County, Kenya	FPE grants	Yes	No
7	Vukoni Primary School	Wenje, Tana River County, Kenya	See comments	Yes	
8	Majengo Primary School	Majengo, Kilifi County, Kenya	See comments	Yes	
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	FPE grants and charitable donations	Yes	No
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	ND	Yes	No
12	Garashi Primary School	Garashi , Kilifi County, Kenya	ND	Yes	No
13	Masindeni Primary School	Masindeni, Kilifi County, Kenya	See comments	Yes	No
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	See comments	Yes	ND
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	See comments	No	No

Table 20 provides the following information:

<u>Funding of the school library:</u>

- School librarians / teacher librarians from 13 schools answered this section of the questionnaire.
- Ten interviewees either referred to the fact that their school libraries were funded by FPE funds or by charitable donations. Six interviewees made specific comments (see below).
- School librarians / teacher librarians from three schools did not answer this question.

<u>School library budget:</u>

- Eleven school librarians / teacher librarians reported that they have a budget for the school library.
- Two do not have a budget.

<u>Other specific comments about the funding of the school library and its budget.</u>

- The school library is funded through FPE grants and donations from charitable organisations. In FPE grants there is an allocation for supplementary readers (almost identical comments from 2 interviewees).
- We don't have specific funding for the library but we use the government grants (FPE) to buy books and other reference materials. We don't have a specific budget for the library.
- We solely depend on FPE funds to equip the library with books and reference books. Other library logistics are left unattended.
- The school library does not have a budget due to the lack of a donor to sponsor the library activities effectively.
- During staff discussions, expenditures for the library are agreed upon.
- The library is funded by GCN (The Girl Child Network, http://www.girlchildnetwork.org/home.html) – for visits, quizzes etc. A few library books are bought every time a book order for the school is placed.
- There is a textbook account and also a readers and reading materials account from the Ministry of Education (i.e. not specifically intended for the library).
- The government provides some money to schools for instructional materials. Some of this money is put aside to buy readers. We buy them whenever money is available.

Access to and use of ICT and Internet throughout the school

Table 21

Completed by school librarians / teacher librarians

Resp. Nr.	Name of school	Location	Computers in library for teachers and pupils	How many?	What kind of software applications are available?	Please explain.
1	Masalani Primary School	Tana River County, Kenya	No	N/A	N/A	N/A
3	Bondeni Primary School	Tana River County, Kenya	N/A	N/A	N/A	N/A
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	No	N/A	N/A	N/A
5b	Maroni Primary School,	Maroni, Tana River County, Kenya	No	N/A	N/A	N/A
6	Hara Primary School	Galole South, Tana River County, Kenya	No	N/A	N/A	N/A
7	Vukoni Primary School	Wenje, Tana River County, Kenya	No	N/A	N/A	N/A
8	Majengo Primary School	Majengo, Kilifi County, Kenya	No	N/A	No	No software applications are available
10	Maji Langobaya Primary School	Langobaya, Kilifi County, Kenya	No	N/A	N/A	N/A
11	Mkondoni Primary School	Langobaya, Kilifi County, Kenya	No	N/A	N/A	N/A
12	Garashi Primary School	Garashi , Kilifi County, Kenya	No	N/A	N/A	N/A
13	Masindeni Primary School	Masindeni, Kilifi County, Kenya	No	N/A	N/A	N/A
14	Kayadagamra Primary School	Marafa, Kilifi County Kenya	No	N/A	N/A	N/A
15	Girimacha Primary School	Girimacha, Kilifi County, Kenya	No	N/A	N/A	N/A

Table 21 confirms the information which has already been provided in Table 8, p. 35 as follows:

Computers in the school library for teachers and pupils:
- Twelve school librarians/teacher librarians reported that they do not have computers in the school library for teachers and pupils.
- One replied that this question is not applicable.
- The questions about software applications and about access to the Internet of to Email are not applicable.

An overall comparison of data received on this subject can be found in Chapter 7.

Additional facilities and services needed in the school library

Thirteen school librarians / teacher librarians provided information about additional facilities and services which are needed in the school library. In total, 13 answered this question. The majority of comments talk about the need for:

A library room or building - seven mentioned this (54%). A library room to allow users to access materials easily – a suitable and comfortable space. A well-ventilated room furnished with shelves, tables and chairs.

Modern library facilities, including furniture - seven mentioned this (54%). Good seating facilities. Shelves for the books

Sufficient reading materials - Seven mentioned this (54%). More reading materials for different levels (ECD, 1,2,3 and upper primary) Additional library materials such as storybooks, reference materials, magazines and newspapers.

Computer technology and ICT facilities - Seven mentioned this (54%). Computers for use in the library, software, printers. Internet.

Trained library staff - two mentioned this (15%). Training for the librarian

Videos, video players and audio visual materials - Four mentioned this (31%)

Other specific comments about additional facilities and services which are needed for the school library
- Electric power.

Conclusions to Chapter 5

School librarians / teacher librarians often carry out their school library activities on top of their normal teaching load. Extra hours are not allocated for their work in the school library. Nevertheless the school librarian / teacher librarian who works with pupils in the library on a daily basis, seems to be more aware of the specific needs of the library than the school leaders or teachers.

Recommendations for School Leaders (p.40) discuss the need for clarification regarding the set of skills which a school librarian in 21st century education needs. The data which has been returned by school librarians/teacher librarians supports this and also indicates that there is a need for support for more training of teachers and teacher librarians.

The answers provided by school librarians / teacher librarians to this section of the survey, especially to the open questions, have confirmed their desire to run a good school library, which will benefit pupils throughout the school. They should be complimented for the services which they provide to the school community as a whole.

Recommendations for school librarians / teacher librarians

As a result of the survey, the following recommendations are made:

- Regular discussions should be held with school leaders, teachers and school librarians / teacher librarians to discuss progress within the school library and its requirements. During these discussions, the introduction of ICT into the library and the school as a whole should also be examined.

- As schools throughout Kenya enter the information age, there is an urgent need for specific training for school librarians (the school information specialist) at national level throughout Kenya. This training should take place at tertiary level, at technical colleges, higher technical colleges and/or universities. It was hoped that the funding can be found for the proposed training programme, coordinated with the local polytechnic University College in Mombasa (see p. 13), thus enabling this programme to commence.

- At the end of successful conclusion of tertiary level training, school librarians / teacher librarians should receive a certificate which confirms their qualification, and eventually an appropriate salary.

- School staff members should receive specific time within their roster to fulfil their duties in the school library and as the school information specialist.

Clearly, improvements are needed in the school libraries which have taken part in this survey. A school library policy statement at national level should be prepared, showing ways in which the level of school libraries throughout Kenya can be improved. The suggestions made in this document should be put into effect as soon as possible.

Chapter 6

A closer look at data supplied by pupils

General information

As shown on Table 2, p. 23, the 19 schools in this survey are attended by approximately 10,940 pupils, ranging in age from 4 – 22 years of age, who are taught by approximately 235 teachers. Illustrations throughout this report show the conditions in some of these schools.

Interviewers were asked to try to distribute the questionnaire to at least 6 pupils at each school. There is evidence that some pupils worked together when they were completing the questionnaire, since all the answers from some school being almost identical. Pupils were asked to complete questions in the following categories:

Information about the pupils who completed the questionnaire
Age of pupils
What pupils expect from a school library
Developing a reading culture
Access to the school library:
Actual school library visits by pupils
Adequacy of the school's reading resources (school library collection) per
     resource type - the reading resources which the pupil uses most
     regularly
Comments on the library collection and use
How the pupil actually uses the library
Other comments about the school library
Pupils' concept of the school library
The best thing about the library
Could your library be better? How?

Information about the pupils who completed the questionnaire

The following data was received:

Table 22

Completed by pupils

Resp. Nr.	Name of school	Location	Boy	Girl	No data	Total
1	Masalani Primary School	Tana River County, Kenya	4	2		6
2	Mkomani Primary School	Tana River County, Kenya	3	3		6
3	Bondeni Primary School	Tana River County, Kenya	3	4		7
4	Gafuru Primary School	Galole South Zone, Tana River County, Kenya	2	2		4
5	Maroni Primary School	Maroni, Tana River County, Kenya	2	3		5
6	Hara Primary School	Galole South, Tana River County, Kenya	4	3		7
7	Vukoni Primary School	Wenje, Tana River County, Kenya	2	4		6
8	Majengo Primary School	Majengo, Kilifi County, Kenya	6	3		9
9	Malanga Primary School	Malindi, Kilifi County, Kenya	1	0		1
10	Maji Langonbaya Primary School	Langobaya, Kilifi County, Kenya	1	1		2
12	Garashi Primary School	Garashi , Kilifi County, Kenya	4	4		8
13	Masindeni Primary School	Masindeni,Kilifi County, Kenya	3	5	1	9
14	Kayadagamra Primary School	Marafa,Kilifi County Kenya	4	4		8
15	Girimacha Primary School	Girimacha,Kilifi County, Kenya	1	0		1
		Total	40	38	1	79

At the following schools, pupils did not complete the questionnaire – response nr. 11, 16, 17, 18, and 29.   In total, 79 pupils aged between 8 – 14+ years completed the questionnaire - 40 boys and 38 girls. One pupil failed to answer the this specific question – (total 79 pupils).

Age of pupils

The comments on page 11 about the ages of pupils at Kenyan primary schools is also relevant to this section of the research. 64 pupils (81%) of pupils who completed the questionnaire were 12 years of age or older. Most of the data was returned by older students.

Table 23 – Age of pupils

Completed by pupils

Age	Nr.
8-9 years	4
10-11 years	8
12-13 years	34
14 years and older	30
No data – ND	5
Total	79

Reading is fun! Pupils enjoying reading with Mr. Mangale.

What pupils expect from a school library

Pupils were asked the following question: Question: *Are you glad that your school has a library? Why?* The following answers were received:

- 8.6% of pupils have reported that they do not have a school library;

- 9.9% say that their school needs a library;

- 58% are of the opinion that a school library would help them to increase their academic performance;

- 74.1% are of the opinion that it is good for a school to have a school library;

- 49.4% are of the opinion that a school library would help them to increase their literacy skills;

- 18.5% are of the opinion that a school library would help them to increase their English language skills;

- 17.3% are of the opinion that a school library would help them to acquire knowledge and information;

- 17.3% commented that a school library should be a place where they can enjoy reading;

- 3.7% are of the opinion that access to a school library would help them to improve their exam results.

Developing a reading culture

Certain ethnic groups throughout the world have no reading culture. Their language is not written down and instead, in many of these groups, there is a tradition of storytelling. After carrying out research at international level, Evans (2010) concluded that the number of books and the reading culture in the home have a positive effect on educational success. After studying the report *Family scholarly culture and educational success: Books and schooling in 27 nations*, the researchers wondered about the reading culture in rural Kenya. A question about books in the home of pupils at the 19 schools was therefore included in the survey.

Table 24

Completed by pupils

Nr.	Question	A lot	Some	Less than10	No data	Total
1	Books in own home	1	43	31	4	79

The wording of this specific question is unclear and needs to be reworded in future surveys. Nevertheless, Table 24 clearly indicates that many pupils at the schools in question do not have much access to books in their own home and need the support of the school library. Questions about local community libraries were not asked in this survey, but perhaps future surveys should contain questions about the availability of books through community libraries. Mangale has already mentioned (page 15) that the Abcproject co-operates with three community libraries: Kwale Community Library, Kinango Community Library, Kwale County Cultural Library and hopes to start co-operating with the Shimoni Community Library and the Samburu Community Library in the near future.

Access to the school library

See comments in Chapter 3, page 29 and Chapter 5 page 55.

Actual school library visits by pupils

When this question was asked, pupils disagreed about the very existence of a school library at their school. Mangale has now explained (see p. 29) that at the present time the 19 schools in this survey have a school library programme but do not, as yet, have an actual school library.

Adequacy of the school's reading resources (school library collection) per resource type - the reading resources which the pupil uses most regularly

81 pupils from 15 schools completed this section of the questionnaire. 4 pupils replied that they did not have a library at their school. Pupils from 4 schools did not fill in the questionnaire.

Table 25

Completed by pupils

Question: The school library resources I use most regularly are	Yes	No	No data	No library	Total
Fiction (story) books	63	13	5	0	81
Non-fiction (information) books	30	46	5	0	81
Reference	32	45	4	0	81
Computer software/Internet	1	76	4	0	81
Newspapers/magazines	10	67	4	0	81
Video/audio	1	76	4	0	81
Other	7	70	4	0	81
N/A – No library at school	0	0	77	4	81

Comments on the school's reading resources (school library collection) and use

Table 26

Completed by pupils

Nr.	Question	Yes	No	Not applicable	No data	Total
1.	**Do you like the library collection?**	58	9	2	12	81

Nr.	Question	Very old	Old	New	Very New	Not applicable	No data	Total
2.	**Age of books in library**	8	22	35	3	2	11	81

Nr.	Question	Too few	Just enough	Too many	Not applicable	No data	Total
3	**Number of books in library**	40	27	3	0	11	81

Nr.	Question	Weekly	Monthly	Seldom	Never	No data	Total
4	**I borrow a book from the library**	53	2	5	8	13	81

Nr.	Question	Teacher	Librarian	Teacher and Librarian	Teacher/ Librarian/ I sometimes give up	I never need help using the library	I give up	No data	Total
5	**When I need help using the library I ask**	27	13	17	4	4	2	14	81

Once again the need for adequate reading resources at all schools is confirmed.

How the pupil actually uses the reading resources

Table 27

Completed by pupils

Nr.	Question	Yes	No	Unclear	No data	Total
1	Part of a lesson	43	34	0	4	81
2	Leisure reading/reading pleasure	53	24	0	4	81
3	Borrowing books to read at home	62	14	1	4	81
4	Information for homework	36	41	0	4	81
5	Doing homework/studying	44	32	1	4	81
6	Information hobbies and interests	35	42	0	4	81
7	Internet	4	73	0	4	81
8	Working with friends	38	38	1	4	81
9	Reading newspapers/ magazines/comics	8	68	1	4	81
10	Attending events	25	51	1	4	81
11	Other	5	72	0	4	81
12	Using computers	0	77	0	4	81
13	Games	0	77	0	4	81
14	I don't borrow books from the library	9	68	0	4	81

It seems that some of the above questions were unclear to the pupils. It is difficult to understand whether or not pupils have answered these questions about the actual (physical) reading resources at their school or whether they are talking about a school library which they would like to have. This is particularly obvious with regard to the question about borrowing books to read at home, since most schools have indicated that they have insufficient books for their student population (a small collection), it seems unlikely that pupils would be permitted to borrow books to read at home. This question needs to be clarified and reworded.

Other comments about the school library

Table 28
Completed by pupils

Nr.	Question	Very good	Good	Okay	No data	Total
1.	**Do you think that the library helps you with your schoolwork**	19	22	10	30	81

Nr.	Question	Very good	Good	Okay	Poor	No data	Total
2.	**How do you rate your school's reading resources?**	13	24	17	6	21	81

Pupils' concept of the school library – "I would like a school library which is ...

There is evidence that while pupils were completing this part of the questionnaire they may also have conferred (see comments on page 18) and it must therefore be assumed that data from some pupils is unreliable.

Table 29
Completed by pupils

Question: I would to have a school library which is ...(you may tick more than one answer):	Yes	No	No data	No library	Total
Welcoming	23	43	15	0	81
Comfortable	41	30	10	0	81
Quiet	28	44	9	0	81
Noisy	1	71	9	0	81
Fun	17	55	9	0	81
Boring	2	70	9	0	81
Safe	22	50	9	0	81
Orderly	26	46	9	0	81
Exciting	27	45	9	0	81

The best thing about the school library is (open question):

Below is a summary of some actual written comments received from students:

- The best thing about the library is that it helps children with reading so that they will do better in the examination.
- It is a good place to enjoy reading ... if you use the library you become good in reading. I like the storybooks.
- When I go to the library I feel happy because it has good books. I enjoy reading good books.
- It is a quiet place where I can read and do my homework.
- Our library is good but we need more books.
- It helps me to improve my English and to improve my composition and vocabulary.
- Many people like the library. We especially like the book club and the comics.
- Yes, we like the library because it helps us to acquire knowledge and to improve out academic performance.
- The library helps me to improve my mind and it is fun.
- We do not have a library. I wish we had one, as it would help learners.

Could your school library be better? How?

Pupils were asked to suggest how their school library could be improved:

Table 30
Completed by pupils

Question: Could your school library be better? How?	Yes	No	No data	No library	Total
We need a library room, shelves, furniture	29	0	52	0	81
Overall improvement	5	0	76	0	81
Improved opening hours	3	0	78	0	81
More (story) books	39	0	42	0	81
More books in Kiswahili	1	0	80	0	81

More learning materials	11	0	4	0	81
E-learning facilities, computers	10	0	71	0	81
More activities in library	1	0	81	0	81

The above table is self-explanatory. In this open question, some pupils were very open and honest about their specific desires for more books in their mother tongue. Older pupils wanted books which were suitable for their age group. Other pupils indicated that they enjoy the reading activities and competitions which are organised by the librarian (and sometimes by Mr. Mangele).
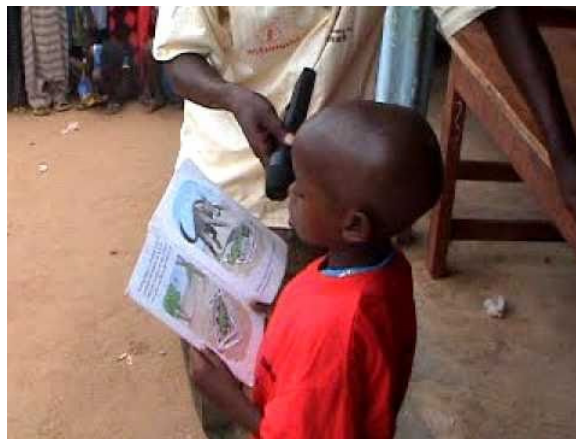
Action Aid reading competition.

A reading competition during International School Library Month.

Enrolling to take part in the reading competition during International School Library Month.

Conclusions to Chapter 6

Pupils who answered this section of the survey have provided valuable, honest information which has allowed the researchers to get a clearer view of the school libraries in the 19 primary schools. They should be complemented for their efforts.

Chapter 7

Preliminary comparison of data supplied by different groups of interviewees

Preliminary comparisons and conclusions

During the pilot survey, similar questions were asked to different groups of interviewees. Chapter 7 will attempt to compare these answers and draw some preliminary conclusions.

Concept of the school library

(Question 1)

Table 31a
Completed by school leaders, teachers, school librarians/teacher librarians and pupils

Question 1: The school library should be a welcoming place for pupils and staff	Strongly agree	Agree	Neither agree nor disagree (no opinion)	Disagree	Disagree strongly	No data	N/A	Total
School leaders	33.3%	42.85%	4.76%	0	0	19.09%		100%
Teachers	41.94%	41.94%	0	3,22%	3.22%	3.22%	6.47%	100%
School librarians/ teacher librarians	41.6%	41.6%	8.4%	8.4%	0	0	0	100%
Pupils	0	28.4%	0	53.1%	0	18.5%	0	100%

While school leaders, teachers and school librarians/teacher librarians are of the opinion that the school library should be a welcoming place for pupils and staff, (approx, 81%), the pupils disagree. Only approx. 28% answered this question in the affirmative.

(Question 2)

Table 31b

Completed by school leaders, teachers, school librarians/teacher librarians and pupils

Question 2 The school library should be a comfortable room with sufficient work space, adequate lighting etc.	Strongly agree	Agree	Neither agree nor disagree (no opinion)	Disagree	Disagree strongly	No data	N/A	Total
School leaders	19%	28,6%	4.8%	23.8%	9.5%	14.3%	0	100%
Teachers	16.1%	19.35%	9.7%	19,35%	22.5%	6,5%	6.5%	100%
School librarians/ teacher librarians	16,7%	25%	0	33,3%	25%	0	0	100%
Pupils	0	50,6%	0	37.1%	0	12,3%	0	100%

While only a combined 41.6% of school leaders, teachers and school librarians/teacher librarians agreed or strongly agreed that the school library is a comfortable room with sufficient work space, adequate lighting etc., 50,6% of the pupils answered this question positively. Once again questions arise regarding a definition of what a school library actually is, and what the expectations of the school community are regarding this facility.

School library policy

School leaders and school librarians / teacher librarians were asked to complete questions about the availability of a school library policy (policy statement). Answers are as follows:

- 29% of school leaders at the 19 schools have an official library policy, however only 23% of school librarians (at 13 schools) reported that this is the case. School librarians at 6 schools failed to answer the question.

- 24% of school leaders at the 19 schools reported that they do not have an official library policy; 39% of school librarians (at 13 schools) reported that

they do not have an official school library policy. School librarians at 6 schools failed to answer the question.

- A total of 53% of school leaders at 19 schools failed to answer questions about school library policy, while 39% of school librarians / teacher librarians failed to answer these question.

It would therefore appear that there is a need to clarify the school library policy in the 19 schools. An official school library policy statement should be written and agreed upon by the school community as a whole. Regular discussions between school leaders, teachers and school librarians / teacher librarians should help the school community to clarify its ideas on this subject and to make progress in the development of the library.

Goals of the school library

School leaders and school librarians / teacher librarians were asked to complete questions about the goals of the school library. Answers are as follows:

- To improve reading:
  100% of school leaders and 100% of school librarians / teacher librarians agreed with this goal;

- To provide reading resources**:**
  100% of school leaders agreed with this goal; 93% of school librarians / teacher librarians agreed while 7% disagreed.

- To increase the quality of education**:**
  100% of school leaders agreed with this goal; 93% of school librarians / teacher librarians agreed while 7% disagreed.

- To enhance academic achievement:
  95% of school leaders agreed with this goal. The school leader at Hara Primary School did not answer this question. 93% of school librarians / teacher librarians agreed while 7% disagreed.

There seems to be general agreement between school leaders and the school librarians/teacher librarians about the important goals of the school library. Goals at each school should be stated in the school library policy statement.

Access to the school library

As stated on page 29, during the survey, unclear data was collected about pupils' access to the school library. On 5 November 2012 Mangale explained that none of the schools actually have a school library room or building. Books are placed in a storage facility; children can borrow them with the help of the teacher librarian or their language teachers. For this reason, data on access to the school library has been excluded from this report. This part of the questionnaire will be reworded for future surveys.

Adequacy of the school's reading resources (school library collection)

Table 32

Completed by school leaders, teachers and school librarians/teacher librarians

Question: The school library is well stocked with materials for all age groups	Strongly agree	Agree	Neither agree nor disagree (no opinion)	Disagree	Disagree strongly	No data	N/A	Total
School leaders	23.81%	14.28%	0	42.85%	4.76%	14.3%	0	100%
Teachers	12.9%	6.47%	3.22%	51.61%	22.58%	3.22%	0	100%
School librarians/ teacher librarians	16,7%	8.3%	16.7%	41.6%	16.7%	0	0	100%

The majority of school leaders, teachers and school librarians / teacher librarians have reported that the school library collection in inadequate. Pupils were asked specific questions about the adequacy of the school library collection. They clearly confirm that school library collections need to be increased.

Training of the school librarian

School leaders and school librarians / teacher librarians were asked to complete questions about the training of the school librarian (see Table 6, p. 31 and Table 18, p. 59). School leaders indicated that school librarians / teacher librarians from fifteen schools have attended training sessions, however, when school

librarians / teacher librarians were asked the same question, only eleven answered that this was the case.

79% of school leaders seem to be reasonably satisfied with training which school librarians / teacher librarians have received thus far and and do not believe that these staff members require further training. The school librarians / teacher librarians who actually took part in these trainings and who are in charge of the day-to-day running of the libraries are not satisfied with their level of training and complained that not enough training is available. Seminars and training sessions for school leaders may help to inform them of the advantages which a good school library and a well-trained school librarian / teacher librarian can bring to the educational quality of the school (IASL, 2008).

Training seminar for school librarians/teacher librarians, organised by the Abcproject.

Training costs

Interviewees were specifically asked whether or not the costs involved in training were a problem (open question). Six interviewees answered "Yes"; four answered "No". The rest did not answer this particular question.

At the present time, the cost of training is usually covered by Action Aid or World Vision. Fifteen school leaders explained that the costs involved in training were a problem since they are not covered by FPE funds and that separate funding needs to be provided. Also, if the training is held at another location (taking place at provincial level), funding is needed to pay for fares etc.. If training is provided locally, costs will be reduced. Others explained that they did not have facilities to accommodate a training session at their own school (due to lack of space, etc.). The following comments from school librarians / teacher librarians were recorded:

- Action Aid, Wenje, D.I. sponsored the activity.
- The school needs a sponsor to pay for training – there is no funding available.
- Sometimes funds are not available for training.
- The training depends upon the finances which are available. Also the cost of travelling to the training needs to be taken into account.
- The cost is not a problem as I am employed by the Teachers' Service Commission.
- Being a family man, there are so many financial obligations and with the little money I earn, I cannot afford library training.

Both the school librarians / teacher librarians and the school leaders agreed that costs of transport to the training needed to be met and funding was not always available. Accommodation for those people who attended the courses for more than one day seems to have been provided by charitable organisations such as Action Aid and World Vision.

The open questions to this part of the survey have provided useful information and will be discussed further in the Final Conclusions to this report.

School library administration

School librarians / teacher librarians answered questions on this subject. Library administration which is carried out at the moment takes a very simple form. This is related to the level of training which school librarians / teacher librarians have received.

The gradual introduction of ICT into schools and school libraries in Kenya will cause changes in the school library administration and therefore further training for the school librarians/teachers librarians will be required. These subjects will be discussed in more detail in the Final Conclusions.

Funding of the school library and reading resources

School leaders and school librarians / teacher librarians answered questions about how the school library is funded, whether or not it has a budget and whether or not the budget is adequate for the needs of the school library. It is possible to make simple comparisons between data supplied by both groups of interviewees, as follows:

- With regard to the funding of the school library, the majority from both groups mentioned that funding from FPE (Free Primary School Education) sources is used to provide books and materials for the school library. Funding also comes from other sources, such as international aid organisations.

- Four school leaders have reported that they have a budget for the school library, six do not, five failed to answer the question and four provided additional information (open questions). All the school librarians/teacher librarians have reported that they have a school library budget. 42% reported that this budget is inadequate for their needs, while 5% stated that the budget is adequate. 53% failed to answer this question.

From remarks which were made by both groups of interviewees when answering this question, it would appear that this is a complex issue which should be examined in a further study.

Access to and use of ICT and Internet throughout the school

School leaders, teachers and school librarians/teacher librarians provided information on this subject. Answers to this set of questions (Table 8, p. 35, Table 12, p. 46 and Table 21, p. 65) indicate that there are no ICT facilities, computers or internet access in the 19 schools in this survey. Interviewees from all four groups (including pupils) have indicated that they would like to have ICT facilities at their schools. This will be discussed further in the Final Conclusions to this report.

Additional facilities and services needed to set up a school library

The summary which appears below provides information facilities and services
which have been mentioned:

Table 33

Completed by school leaders, teachers, school librarians/teacher librarians and pupils

Question completed by:	Adequate funds for the school library	Library room / building	Modern library facilities incl. furniture	Trained library staff	Sufficient reading materials including books in Kiswahili	Videos and video players	Computer technology and ICT facilities	Internet access
School leaders	9.5%	57%	19%	19%	33.3%	9.5%	33.3%	Not mentioned specifically
Teachers	Not mentioned	51.6%	16.1%	Not mentioned	45.2%	Not mentioned	51.6%	16.1%
School librarians / teacher librarians	Not mentioned	54%	54%	15%	54%	31%	54%	Not mentioned specifically
Pupils	Not mentioned	35.8%	Mentioned as part of the library room	Not mentioned	48%	Not mentioned	12.3%	Not mentioned specifically

Other facilities which were mentioned by less than 10% of interviewees were:
- Overall improvement of the library facilities
- Electricity in the library
- Improved opening hours
- Learning materials (perhaps these could be downloaded if ICT were available)
- E-learning facilities
- Printer and photocopying machines
- Software applications
- Monitoring from library facilitators and other stakeholders.

Conclusions to Chapter 7

Different groups of interviewees have provided answers to important questions about the reading resources and the school library facilities in 19 primary schools in rural Kenya. A comparison of these answers is useful. A final discussion and recommendations can be found in the Final Conclusions.

<u>Final Conclusions</u>

The authors of this report respectfully acknowledge the work which Mr. Mangale and his team are doing, in an attempt improve the quality of education which children are receiving at public primary schools in rural Kenya. CSAE (2009) has indicated that the quality of education in public primary schools throughout Kenya has decreased since the introduction of FPE (see page 10). The Abcproject and the School Libraries Mentorship Programme is attempting to reverse this trend.
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Final Conclusions to this study will be provided at two different levels. The following questions will be answered:

Should the IASL Research SIG continue to use this research design format when attempting to gather data at international level about school libraries throughout the world? Does this format allow useful comparisons to be made?

- Is it advisable to use four sets of relatively simple sets of research questions, asked to 4 different groups of interviewees throughout the school in order to obtain reliable data about school libraries in developing, emerging and developed countries?
- Will it be possible to make useful comparisons between these countries
- Do some of the qualitative questions need to be adjusted?
- Other problems which arose.

Firstly, it is clear that some questions need revision, in order to provide clarity for the interviewees. This new set of questions should be reviewed by members of the IASL Research SIG Research Team before they are used in another survey.

However the use of this research format has provided interesting information. School leaders, teachers, school librarians/teacher librarians pupils have been able to provide data at their own level. Especially the data from pupils has proven to be very useful, throwing sometimes unexpected light on their need for a school library and how they use it.

The document: *What is a school library? – international guidelines* (IASL 2012) should be used as a guideline when school libraries are being investigated in future research at international level.

The international researchers who are responsible for the collection of data at international level should visit the actual locations where data collection will take place. This will give them a better understanding of the actual situation in the field. If the international researchers had visited the location of this pilot survey before data

collection began, problems regarding the actual existence of school libraries (which comply with the IASL guidelines (IASL, 2012) would have been avoided.

Interviewers should receive training before data collection begins, so that problems which have been encountered in the pilot survey can be avoided.

It may be necessary to translate questions into local languages, so that accurate data can be returned, especially in the case of pupils, who may have a problem answering questions in English.

However, this pilot research project is of great interest to the international school library community, since it provides a clear picture of conditions which exist. Discussions can now begin about how these conditions can be improved.

Does the actual research data which was returned during the pilot project in school libraries in 19 primary schools in Kenya provide useful information at national and international level?

This research helps to confirm the great diversity which exists in school libraries throughout the world. Despite the very poor conditions in which these school libraries operate in Kenya, the school leaders, teachers, school librarians / teacher librarians and pupils have clearly expressed their desire for good school libraries which will increase the quality of education in their schools and enhance academic achievement. These school libraries would provide a basic foundation for literacy and reading in the primary schools in rural Kenya, for children who up until the introduction of FPE in Kenya did not have the opportunity to attend school and receive an education.

It is appropriate that the conditions which exist in these public primary schools should be drawn to the attention of the international community, in the hope that sustainable assistance will be made available to them, either by the Government of Kenya or by the international community. A review of the literature has also shown that many different organisations at national and international are trying to influence the quality of education in Kenya by providing divergent literacy and reading programmes. The research group suggests that these different organisations should be encouraged to co-ordinate their work and to co-operate with each other, therefore making it more effective throughout the entire country. This would be the topic of a further study.

Urgent discussions should be held to see how appropriate assistance can be given. This would include the provision of a school library room or building, an adequate school library budget, the provision of sufficient reading resources and appropriate training for school library staff.

Questions have arisen about the introduction of ICT into the schools which were surveyed. The research team suggests careful training for the entire school community when this occurs.

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Addendum 1

Sets of questions used in this survey

01042012

Pilot Kenya

1. <u>School library survey for school leaders</u>

Name of your school: _____

Place: _____ Country: _____

Please help us to improve your school library by answering these questions.

For each question, please choose the most appropriate response.

School Library use

1. How many pupils are there at your school? _____

2. How many teachers at your school? _____

3. Pupils are aged between _____ years and _____ years.

4. When was the school library established in your school?
   _____ (month/year)

5. Do all pupils and teachers have access to the school library   Yes/No

6. Is the school library open during the entire school day   Yes/No

   Other (for how many hours each day) _____

7. I have regularly discussions with the school librarian, in order to find out how more about the work of the school library and how it is progressing.   Yes/No

- I visit the school library:

daily   ☐

weekly   ☐

occasionally   ☐

rarely   ☐

8. What are the goals / objectives of the school library (you may check more than one answer)

- Do you have a written school library policy which includes a statement of the purpose of the school library and its goals   Yes/No
  Please write down the three most important goals.

- In your opinion, does the school library help pupils to improve their reading skills?
             Yes/No

- Does the school library play a critical role in providing pupils with reading resources?
             Yes/No

- Does the school library play a critical role in improving the quality of children's education?   Yes/No

- Does the school library play a role in enhancing children's academic achievement.
             Yes/No

9. Has the school librarian received any training in school librarianship? Please explain

- If suitable training becomes available, will you encourage the school librarian to take part in the training?   Yes/No

- Is the cost of training a problem?   Yes/No

  Please explain

10. In your opinion is the library's collection adequate?   - in general   Yes/No

   - Books   Yes/No

   - Information resources   Yes/No

   - Reference materials   Yes/No

   - Video and audio materials   Yes/No

   - Do pupils and teachers have access to video/audio players in the library?

                                                                                                              Yes/No

11. Does the library have computers which both teachers and pupils may use?

                                                                                                              Yes/No

   - How many? _____
   - What kind of software applications are available? Please explain

   - Is there access to the Internet / Email   Yes/No

12. How is the school library funded? Please explain.

   - Is there a budget for the school library   Yes/No

     Please explain

Your opinion of the library

   Please award each of the following statements the number which most closely matches your

   views.

1	2	3	4	5
strongly agree	agree	neither agree nor disagree (no opinion)	disagree	strongly disagree

The library is:

- a welcoming place for pupils and staff   ___

- a comfortable room with sufficient work space, adequate lighting etc   ___

- conducive to study   ___

- easy to use with plenty of guidance for independent use   ___

- organized in a way that lets users control their own information search

                                                                           ___

- well stocked with materials for all age groups.   ___

What additional facilities or services do you think the library should offer to encourage more use? Please explain.

Thank you for taking the time to answer these questions.

01042012

Pilot Kenya

2. <u>School library survey for teachers</u>

Name of your school: _____

Place: _____ Country: _____

Please help us to improve your school library by answering these questions.

For each question, please choose the most appropriate response.

School Library use

1. I use the school library:

   daily   ☐

   weekly   ☐

   occasionally   ☐

   rarely   ☐

2. I use the school library primarily to (you may tick more than one):

   support my teaching   ☐

   find materials for pupils   ☐

   use the Internet/email   ☐

   use the computer (software applications)   ☐

   use video/audio players   ☐

   use reference materials   ☐

   private study   ☐

   talk with pupils   ☐

support my own reading ☐

read newspapers/magazines/journals ☐

plan lessons ☐

conduct lessone ☐

print materials / photocopy ☐

other (please explain) ☐

Library resources

3. The resources in the library:

are extremely useful and support my teaching very well ☐

are adequate to support my teaching ☐

are not adequate to support my teaching ☐

4. The resources in the library:

are all up to date ☐

are somewhat up to date ☐

are not at all up to date ☐

5. I recommend specific library resources to pupils:

frequently (more than once per half term) ☐

occasionally (up to once per half term) ☐

rarely/never ☐

6. I bring pupils to the library:

frequently ☐

occasionally (up to once per half term) ☐

rarely/never ☐

Internet use

7. Are there enough computers in the school library?   Yes ☐ No ☐

Is there access to the Internet in your school library?   Yes ☐ No ☐

Who uses the Internet in the school library?

Pupils ☐ teachers ☐ others ☐

Is the Internet access reliable?   Yes ☐ No ☐

I access the Internet (tick all that apply):

    in the library   ☐

    elsewhere in school   ☐

    at home   ☐

8. I use the Internet primarily to:

    download materials for pupils   ☐

    find sites for pupils to use   ☐

    find materials to support my teaching   ☐

    acquire professional information   ☐

    write email   ☐

Your opinion of the library

9. Please award each of the following statements the number which most closely matches your views.

1	2	3	4	5
strongly agree	agree	neither agree nor disagree (no opinion)	disagree	strongly disagree

The library is:

 a welcoming place for pupils and staff   ___

 a comfortable room with sufficient work space, adequate lighting etc ___

 conductive to study   ___

 easy to use with plenty of guidance for independent use ___

 organized in a way that lets users control their own information search ___

 well stocked with materials for all age groups. ___

What additional facilities or services do you think the library should offer to encourage more use?

Thank you for taking the time to answer these questions.

01042012

Pilot Kenya - librarian

3. <u>School library survey for school and teacher librarians</u>

Name of your school: _____

Place: _____ Country: _____

Please help us to improve your school library by answering these questions.

For each question, please choose the most appropriate response.

School Library use

1. How many pupils are there at your school? _____

2. How many teachers at your school? _____

3. Pupils are aged between _____ years and _____ years.

4. When was the school library established in your school?

   _____ (month/year)

5. Do all pupils and teachers have access to the school library   Yes/No

6. Is the school library open during the entire school day   Yes/No

   Other (for how many hours each day) _____

Co-operation with the school principal and the teaching staff

7. I have regularly discussions with the school principal about the library and the progress which it is making   Yes/No

8. I have regular discussions with members of the teaching staff about the way they can use the school library facilities and collection in their teaching.   Yes/No

9. The school library programme enhances the school curriculum   Yes/No

Goals / objectives of the school library

10. What are the goals / objectives of the school library (you may check more than one answer)

   • Do you have a written school library policy which includes a statement of the purpose of the school library and its goals?   Yes/No

   • In your opinion, does the school library help pupils to improve their reading skills?
                       Yes/No

   • Does the school library play a critical role in providing pupils with reading resources?
                       Yes/No

   • Does the school library play a critical role in improving the quality of children's education?   Yes/No

   • Does the school library play a role in enhancing children's academic achievement?
                       Yes/No

Training

11. Have you had any training in school librarianship? Please explain

   • If suitable training becomes available, would you like to take part in it?
                       Yes/No

- Is the cost of training a problem?   Yes/No

  Please explain

School library collection

12. In your opinion is the library's collection adequate?   - in general   Yes/No

    - Books   Yes/No
    - Information resources   Yes/No
    - Reference materials   Yes/No
    - Video and audio materials   Yes/No
    - Do pupils and teachers have access to video/audio players in the library?

                                                                     Yes/No
    - We need more books and other materials in the school library collection

                                                                     Yes/No

    Please explain what you need and why.

Library administration

13. How do you manage you school library administration? (you may check more than one answer):

    - When a student borrows a book, I write down his name and the name of the book in a register   ☐

    - I use a card catalogue system to keep track of books which have been borrowed
      ☐

    - Is there a catalogue where users can see which titles and other information are in the library's collection?   Yes/No

    - I have a computerized library catalogue   ☐

    - I would like to have a computerized library catalogue   Yes/No

ICT in the school library

14. Does the library have computers which both teachers and pupils may use?

                                                       Yes/No

- How many? _____

- Is there a computer in the library which is specifically for the use of the librarian?

                                                       Yes/No

- Is this computer reliable?   Yes/No

- What kind of software applications are available? Please explain

- Is there access to the Internet / Email?   Yes/No

Funding and Budget

15. How is the school library funded? Please explain.

- Is there a budget for the school library?   Yes/No

  Please explain

- Do you think that this budget is adequate?   Yes/No

Your opinion of the library

Please award each of the following statements the number which most closely matches your views.

1	2	3	4	5
strongly agree	agree	neither agree nor disagree (no opinion)	disagree	strongly disagree

The library is:

a welcoming place for pupils and staff   ___

a comfortable room with sufficient work space, adequate lighting etc   ___

conductive to study   ___

easy to use with plenty of guidance for independent use   ___

organized in a way that lets users control their own information search ___

well stocked with materials for all age groups. ___

What additional facilities or services do you think the library should offer to encourage more use?

Thank you for taking the time to answer these questions.

01042012

Pilot Kenya

School library survey for pupils

Name of your school: _____

Place: _____ Country: _____

Please help us to improve your school library by answering these questions.

1. I am a: boy ☐   girl ☐   (Please tick)

2. I am 8-9 years old ☐

    I am 10-11 years old ☐

    I am 12-13 years old ☐

    I am 14 or older ☐

3. Do you have many books in your own home?

    A lot ☐   Some ☐   Less than 10 ☐

4. Does your school have a library?   Yes ☐   No ☐

5. Is it open throughout the whole school day?   Yes ☐   No ☐

    Can you use it after school?   Yes ☐   No ☐

    Can you use it before school?   Yes ☐   No ☐

    I use the library (tick one answer):

        daily   ☐

        weekly   ☐

        seldom   ☐

never ☐

6.   I use the library for (you may tick more than one answer):

- when it is part of a lesson ☐
- leisure reading (reading pleasure) ☐
- borrowing books to read at home ☐
- finding information for homework ☐
- doing homework/studying ☐
- finding information for hobbies or interests ☐
- using the Internet ☐
- working with my friends ☐
- reading newspapers/magazines/comics ☐
- attending events/activities e.g. story time, book clubs, book fairs ☐
- other (please give details) ☐
- using computers (not necessarily the Internet) ☐
- playing games ☐
- other (please say what) ☐
- I don't borrow books from the library ☐

7.   The library resources I most regularly use are (you may tick more than one answer):

- Fiction (story) books ☐
- non-fiction (information) books ☐
- reference books e.g. encyclopaedias ☐
- computer software and the Internet ☐
- newspapers/magazines ☐
- video/audio tapes ☐

other (please say what) ☐

8. Do you like the collection of books and materials in the library?   Yes ☐   No ☐

The age of books in the library is mostly (please tick one answer):

very new ☐   new ☐   old ☐   very old ☐

9. The number of books in the library is (please tick one answer):

too many ☐   just enough ☐   too few ☐

10. I borrow a book from the library (please tick one answer):

weekly ☐   monthly ☐   seldom ☐   never ☐

12. When I need help using the library (you may tick more than one answer):

I ask the librarian   ☐

I ask a teacher   ☐

I give up   ☐

I never need help using the library   ☐

13. I would describe the library as (you may tick more than one answer):

welcoming ☐   comfortable ☐   quiet ☐

noisy ☐   fun ☐   boring ☐

safe ☐   orderly ☐   exciting ☐

14. Do you think that the library helps you with your schoolwork? Please give the library a mark, using the scale below.

1	2	3	4
very good	**good**	**okay**	**poor**

How do you rate your library?

very good	**good**	**okay**	**poor**

15. Are you glad that your school has a library? Why? Please explain.

The best thing about the school library is:

16. Could your library be better? Why? Please explain?

I think my library would be better if:

Thank you for taking the time to answer these questions.