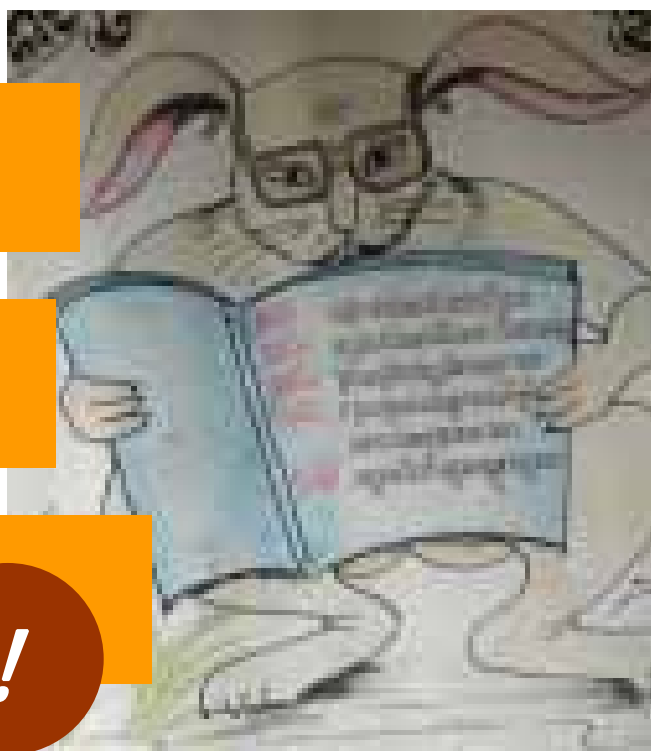


Life Skills
Programs
Manual

Children

Opening

Doors



Promoting the Joy of Reading
in Developing Countries



Life Skills Programs Manual
Promoting the Joy of Reading in Developing Countries
Children Opening Doors!

Cooperation Bases System for Educational Cooperation in 2007

by the Japanese Ministry of Education, Culture, Sports Science and Technology

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To all people working in international cooperation for children

This “Life Skills Program Manual” was created for people working for children in the sectors of education, health, rural development, refugees, human rights, disaster rehabilitation, environment and so on.

Life skills, such as creativity, judgment, communication abilities and emotion control, are essential for dealing with daily problems and getting through difficulties in life. Also, these skills are vital for children who live under the harsh conditions. Although the attainment of life skills at school has been discussed, the actual practices are not enough, especially in developing countries.

We made this practical manual “Promoting the Joy of Reading in Developing Countries” based on our reading and library activities at schools and in communities as education projects that lead to life skills attainment.

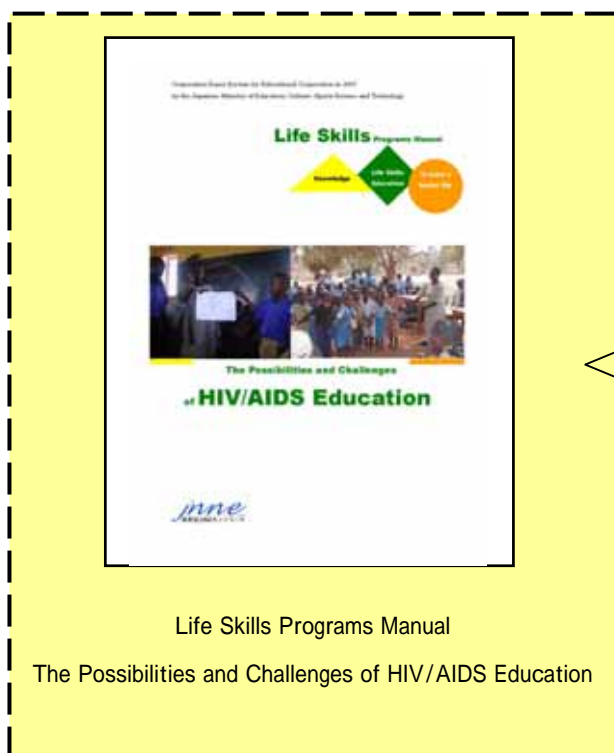
This manual is based on our experiences in Southeast Asia. We hope to expand this manual to make it work in different situations in the world. Your comments or related experiences would be greatly appreciated.

March 2008

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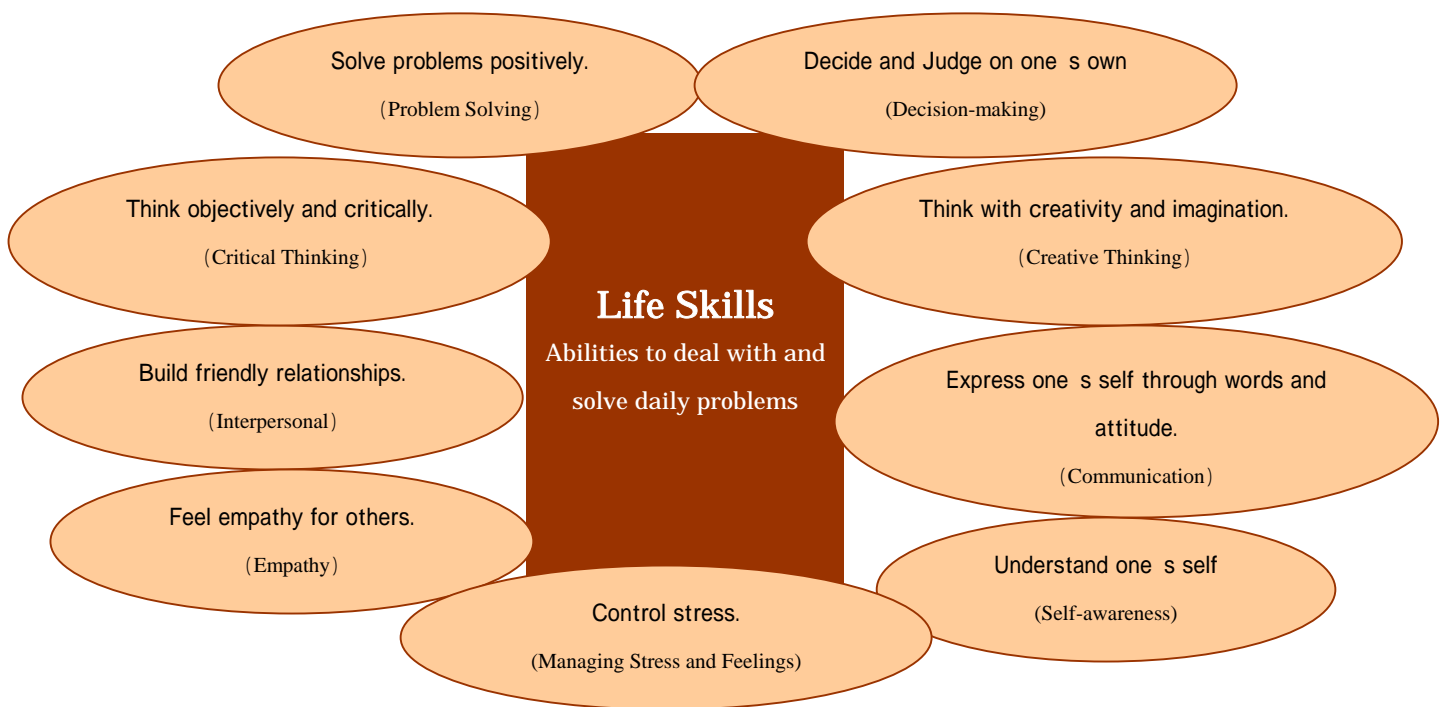


Another Life Skills Education Manual

Life Skills Programs Manual

The Possibilities and Challenges of HIV/AIDS Education

Welcome to the Life Skills Education Program Manual: “Promoting the Joy of Reading in Developing Countries”



Books are not only for the attainment of words and knowledge.

Familiarizing children with books does not only contribute to learning words and gaining knowledge. Children can enrich their imagination, decide and judge objectively on their own, understand others, and respect themselves through folk tales and stories. Also, they sometimes learn about themselves through the characters in stories. Children attain important abilities for living by enjoying books and stories.

What are life skills?

People often have desires and face various problems in life. In order to realize these desires and solve these problems, we need knowledge and skills. When we say skills, some think of special skills such as vocational skills. International organizations such as World Health Organization (WHO) call these basic skills to live in the society “life skills,” and these organizations advocate the importance of education for life skills. We can say that the abilities that books give to children are part of life skills.

When a child opens a book and listens to a story,
she/he opens doors for the possibilities of a rich life.



Structure of this Manual

Part1 Case Studies

Children become familiar with books in various situations. This section shows examples of what books and reading promotion activities bring to various situations and places, including schools, communities, refugee camps and disaster areas.

Part3 Practice

Children need assistance from adults to become familiarized with books. Teachers, who have never touched children's books before can themselves grow through reading promotion activities.

Part2 Theory

This section examines the following questions. What does reading books contribute to human growth? How should we think of relationships between reading books and life skills?

Part4 Support

This section shows the roles, process and points needed in order for organizations to implement projects. Projects aim for self-reliance in the project areas. Therefore, when the community achieves the goal, the organization finalizes the project and leaves the project area.

Reading Promotion Activities

Reading Promotion Activities encourage children to enjoy books in an environment in which not enough education is provided. It aims for healthy children's development by facilitating school and community libraries, promoting picture books for classes, and organizing various activities, including arts, traditional music and sports. These activities also develop children's life skills, such as the ability to express one's self and communicate with others.

Photos Left: Children listen to stories. (Burmese refugee camp in Thailand)/ Middle: School library (Laos) / Right: Children enjoy their handmade *Kamishibai* (paper-theater) in Timor-Leste

The Role of Adults Connecting children with books

Donation and placement of books by educational organizations and supporters do not simply encourage children to read books. In fact, there are many books that are not used and remain in storage.

Adults play an important role in connecting children with books. They can collect and choose the books, create a safe environment for children, and tell them stories. Moreover, activities based on their life style are also effective in the promotion of life skills. The success of the activities depends on the motivation of staff (teachers) rather than the facilities.

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Part1 Case Studies

Reading promotion activities have brought various benefits to children and local communities;

Case Study 1

Expanding children's potential and their literacy skills.

Community Library in the Burmese refugee camp, Thailand



Picture books enhance child development.



Community Library

Libraries for Children who do not know the world outside of camps

Due to the violation of human rights and the conflict between the Burmese military government and ethnic minorities, 150,000 people have escaped to Thailand and live in refugee camps without knowing when they can go back.

In the Burmese refugee camps, people cannot access outside information, cannot live comfortably and do not have enough safe areas for children. People started becoming refugees in the middle of the 1980s. Therefore, children born in the refugee camps do not know the world outside the camps.

Shanti Volunteer Association (SVA) started the library promotion program in 2000. As of 2007, 25 community libraries are operating in nine camps.



Children's Room in the Community Library.

1. Library Committees have been set up to be responsible for the management of the Community Library in the refugee camps.
2. Librarians are selected upon the applications from the camp population for the sake of the sustainability of the operation.
3. The books provided in the libraries are in Karen, the mother tongue of the refugees, and in Burmese the official language of Myanmar.



Librarians tell stories to children.

Story telling contributes to the richness of children's vocabulary of their mother tongue.

Children remember many stories that they listened to in the libraries, and they tell these stories to their parents and younger brothers and sisters at home until they go to bed. It is reported that some parents got even more interested in the stories than the children told them the stories and became an enthusiastic user. Especially, it is said that the conversations at home and at school have become linguistically richer because the children's vocabulary of the Karen language dramatically improved.

Now, we will examine what children have improved in by the reading promotion from the following three aspects: knowledge, attitude, and skills. This study is based on the results of the questionnaire which was given to parents and teachers six months after opening the libraries.



This can also be a place where their culture is preserved.

<Impact of reading promotion on children's ability >

Knowledge

- Children are now able to find what happens outside the camps.
- Children have learned health, hygiene, and women's rights issues.
- Children have learned the history of their ethnic group.

Attitude

- Children have acquired a habit of reading books.
- Children have improved their ability to think and to imagine.
- Children's motivation for learning has increased.
- Children have learned to respect older persons.
- Children have become confident to speak in public.
- Children have looked after their younger brothers and sisters voluntarily.
- The relationships among children have been strengthened.
- Children have learned how to keep things clean.
- Parents and children now talk more often than before..

Skill

- Children have increased the vocabulary of the mother tongue.
- Children have improved their literacy skills.
- Children have improved their ability of asking questions.
- The oral and written expressions of children were enriched.
- Children have learned how to draw pictures

<Impacts on the youth>

- The youth considers the Community Library as a place where they can spend a meaningful time.
- The youth is increasingly interested in reading books.
- The youth now has better access to information and knowledge.
- The youth has learned the current situation of their ethnic group.
- Traditional culture was at risk of disappearing but because of reading promotion, ethnic traditions are being passed down to the next generation.



Drawing picture freely. Community libraries also serve as children's center.

<Impacts on schools and communities>

- Community libraries are considered as new educational institutions in addition to the schools.
- Opportunities for education have been increased.
- Even illiterate people come to the libraries and enjoyed looking at picture books.
- Picture books provided people with concrete images of the world outside the camps.
- Children enjoyed programs which were not operated at school.
- Teachers have learned to use library books to improve classroom practices.
- Story telling at nurseries is significantly helped in children's emotional development.
- Parents became aware of the importance of education.

Source: Evaluation Report on Library Project in the Burmese Refugee Camp, SVA (2006)

“Burma” or “Myanmar” ?

The current Burmese government gained a control of the country, by bringing down the democratic group in 1988 and changed its official name from “Burma” to “the Union of Myanmar” the following year. They changed it because “Burma” indicated only the Burmese group and thought “Myanmar” better expresses the complexity of the ethnic groups that reside in the country. Some experts, however, argue that Myanmar is not the best name to explain the ethnic diversity. That is to say, there were no meaningful differences between the words “Burma” and “Myanmar”, as the former is a literary expression whereas the latter is a colloquial one .

Moreover, among those who support democratization inside and outside the country and the ethnic minorities whose human rights have been infringed, many of them have been opposed to the current government as well as its new country name.

This manual uses “Burma” to illustrate its case for the educational assistance for the Karen people, who have been denied their human rights in their home country, and they usually call their home country “Burma”.



Decorating artworks of children. Decoration makes the space child-friendly.

Public Library and Community Library

In Japan, the Public Library is set up and operated directly by a local government based upon the Japanese Library Law. A library in this manual, on the other hand, is operated by the local community but still keeping its public nature, functioning as a life-long learning institution, and as a place to foster community cultural exchange like the Japanese Public Library. Therefore, this manual uses the term “Community Library” not Public Library.

Motivating teachers and improving the quality of education

School Library, Lao P.D.R.

In Laos, many children do not have opportunities to read books carefully since there aren't enough textbooks for every child. As a result, many children fail to acquire literacy, and as many as 30% of the first graders fail their final examination.

Under this situation, school libraries provide children with previous reading opportunities. The enjoyment reading books contributes to the improvement of literacy skills; subsequently, it helps them learn to enjoy writing.



A school receives picture books.

The first picture books seen by both children and teachers

The first day they receive the books children try to read books by tracing the words with fingers. Teachers are also not familiar with the books. They just observe the children because they do not know how to deal with them.



Training for Teachers

Start with familiarizing teachers with books.

Teachers also learn story telling skills in training workshops. Each participant practices story telling skills in front of children on the last day of workshops. They look nervous and unskilled.



Children's enthusiasm to the paper -theater encourages the teacher to work hard.

A teacher who learned and practices story telling skills in classes, more committed to teaching by the reaction from children about her performing *Kamisibai* (picture-theatre).



A collection of compositions by school children

Children develop literacy not only by reading, but by writing whatever they like. (Phon Kham primary school, Vientiane Province)

Librarians enriching reading promotion activities

A librarian teacher is saying “I would recommend this book for the first graders to familiarize themselves with numbers”. The Sainyabuli Province is committed to reading promotion by allocating librarian teachers in each school.



Picture books are utilized not only for reading but also for materials for writing skill.



Parents understand the importance of readings and cooperate in reading promotion by donating items such as bookshelves.

Improvement of children’s literacy has made parents cooperative to school library activities. Parents donate fabric “library bags” for books and wooden bookshelves. (Si Mung Khoun primary school, Sainyabuli Province)

In this province, school nominates a librarian and works actively for the management of the library and reading promotion toward children.



The Principal’s decision is a determining factor.

In Vientiane Province, there is no librarian. The principal of Sim Ma No primary school said “we will choose one in charge of library from the current teachers.” The main purpose is to increase literacy and reduce the number of dropout by reading promotion.



Case Study 3
 Reducing dropout rate

School Library, Cambodia

Distributing books reduces dropout rate

This chart shows the change in the dropout rate of 86 primary schools in Banteay Meanchhey Province, Cambodia, before and after library programs. While schools having the average range of books saw an increase in the dropout rate by 0.8%, those having more than the average reduced it by 2.6%.

This research has also shown that when the number of books per student increase by 1, the dropout rate reduced by 2.6%; and the promotion rate rose by 5.1% (after adjusting for other factors like the number of student per teacher, the school facility, and the parents' educational and financial background). Therefore, it can be concluded that distributing books is effective in reducing the dropout rate.

Story telling is effective in reading promotion

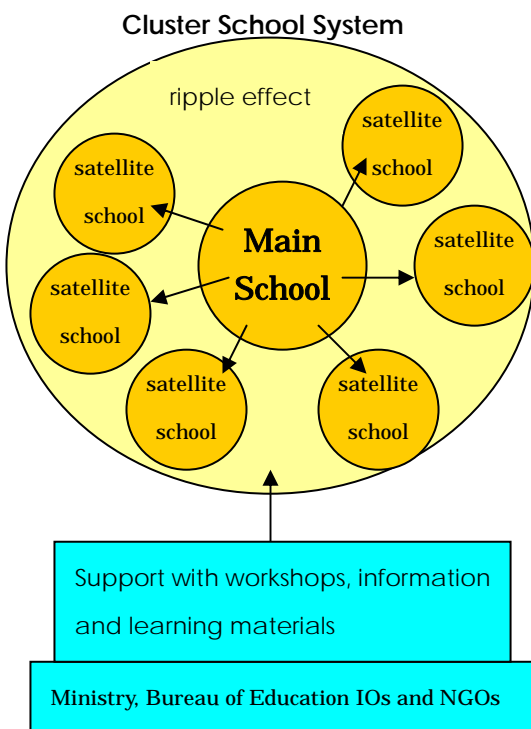
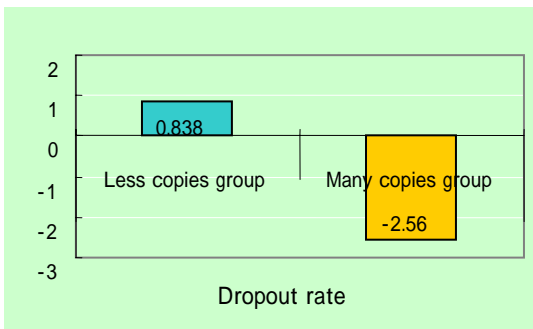
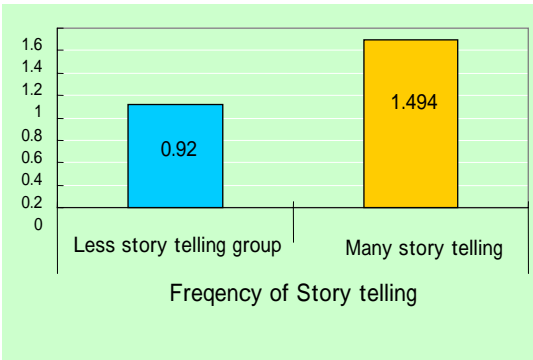
This chart shows the frequency of library use (per month) as an indicator of reading habits. There is big gap between schools that offered less story telling and those that offered more; the former is 0.9 and the latter is 1.5. From this result, it can be said that story telling also plays important role in reading promotion.

"Cluster School System" introduced by the Cambodian government

The Cambodian Ministry of Education, Youth and Sports has introduced the Cluster School System to utilize that limited resources effectively. This was first implemented as a pilot project from 1993 to 1995 and then universalized. Cluster means a group of things like grapes and, in this context, a cluster consists of a main school and 4-10 satellite schools.

Each main school has a Cluster Library for a teachers' and students' study, a Resource Center for managing learning materials, and a Meeting Room for weekly technical meeting with satellite school representatives. The purpose of the technical meeting is to provide the information from the governments, to distribute documents, to share the result of workshops, to develop learning materials and to organize workshops for teachers.

Cluster Library organizes expositions to community to raise community's awareness to education.



Overcome cultural and religious barriers and gain understanding and empathy

Community Library/ Mobile Library, Afghanistan

A History of malfunctioned public education and prohibited girls' education

In Afghanistan, public education did not function for a long time due to long-lasting conflict and girls' education being prohibited under Islamic fundamentalism. Due to the end of the Taliban administration in 2002, many internally displaced peoples and refugees returned home, moreover, the new government started supporting education for school-aged children, including education system reform and school construction.

Although five years have passed, the primary enrollment ratio is about 60 percent. Thirty percent of schools do not have classrooms, and only 10 percent of teachers are educated. Moreover, the gaps between urban and rural areas and between girls and boys are big.



A library box came to a village.

Two Years for the Preparation

Shanti Volunteer Association (SVA) started reading promotion activities to support education in Nangahar Province, Eastern Zone in Afghanistan. This includes management of a community library in Jalalabad, as well as a mobile library for rural primary schools, library training for school teachers, publishing folk tale books in the national languages (Pashtun and Dari), and providing folk tale books and foreign picture books. However, 90 percent of people living in Nangahar Province are Pashtun, who maintain a conservative culture and for the last 20 years have been influenced in particular by a fundamentalist strand of Islam. Therefore, there have been many obstacles to reading promotion activities. The experience in Afghanistan is different from other Buddhist Southeastern Asian countries where SVA has worked before. It took two years to build the foundations before starting actual activities.



They see picture books for the first time.

Refusing "Story Telling for Children" during the Initial Phase

In Afghanistan, it is believed that adults and teachers should control children and expostulate with them. Therefore, they often hit children with wooden sticks. In educational situations, teachers have to respond to children with dignity and do not play with children. Teachers do not even show their feelings in front of children. Since the story telling that SVA promotes needs the story teller to imitate characters with gestures, some Afghan people refused to do story telling during the initial phase.



A girl reading a book aloud

Although only rich people obtained picture books in the 1970s, picture books in their national languages had not been published before. This is because people think that picture books and picture story shows are against the Islamic culture, which bans the worship of idols. Moreover, rural officials and teachers are afraid that foreign picture books with local languages may teach children other religious and foreign cultures.



community library in Jalalabad

Opening a Model Community Library as the First Step

In the community library in Jalalabad, children, including those not attending school, enjoy books. The library was set as a model for reading promotion activities. Furthermore, the library aims for education officials and parents to understand reading promotion activities, as well as test children's response to new folk tale books and foreign picture books.

An SVA librarian and an interested university student work part-time at the library. It is open from 8am to 12:30pm and 1:30pm to 4pm, six days a week (closed on Fridays). Children can read folk tale books published by SVA and foreign picture books from Pakistan, Iran, England and Japan

written in Pashtun and Dari. Children can come to the library and read picture books anytime. If they are registered, they can borrow books. Librarians do story-telling, play games with children and hold literacy classes.

Considering that former nomads and internal refugees have to move a lot, children do not need to register to join the library. Moreover, one staff from the provincial department of information and culture works half days three days a week as a representative of the department.

When the library started, there were few books. However, there are now 1,000 in the collection (200 for lending). There are more than 100 visitors a day and from 25,000 to 30,000 visitors a year. People in the province have looked at children in this community library and activities done by SVA, and have eventually understood the importance of the reading promotion activities, so their anxieties are gone.



A Place where Children can be Themselves

To respond to the needs of the users of the library, the library plays the role of a children's house (Jidoukan). New events have been added, including literacy classes and traditional dance classes for children not attending school and are engaged in child labor, music instrument classes, monthly parent meetings, birthday parties, competitions for plays, and even events organized by children.

Children in Jalalabad help their families rebuild their lives after the conflict, and take care of young siblings. Many of them work for their families and cannot go to school. Since there is no park, children just play on the roads. This leads to a lot of accidents and abductions.

At the library, children follow the rules, including washing hands and book handling, and

enjoy picture books and games. Some children have even started story-telling and recite Afghan poems in front of other children.

Since some parents only allow children to go to the community library, children can go to the library to take a break from housework. Therefore, the library functions as an important place where children can access books, where parents can send children, especially girls, without anxiety and children can be themselves.

Children's response changes adults.

After gaining the understanding of education officers, SVA started a mobile library. In this activity, SVA staff members visit rural primary schools with a round book box, do story-telling, and circulate the book box among primary schools. At the rural schools, teachers hesitated at first. For instance, after the SVA staff did the story-telling, a teacher complained to the school principal, saying, "If children laugh in my class tomorrow, who will take the blame?" SVA repeated the mobile library activity and had teachers accustomed to it. SVA also did training for teachers. Right after the training, teachers did story telling in a stiff and awkward manner in front of the children, who were more nervous than having fun. However, after several trainings session, the teachers understood the importance of the library and changed themselves by looking at children's response. Some teachers were even surprised at seeing children who concentrated on listening to the stories, without being scolded with wooden sticks.



Consideration of Religion and Expansion of Activities

When picture books are published and provided, the Picture Book Publishing Committee, including the local concerned people at teacher training college, checks the wording in the books and takes Islam into consideration. For instance, they make sure that pictures of pigs and the line of the female body are not shown.

When picture books were first published, the language used was only Pashtun. This is because Afghanistan was governed by a tentative administration at that time and it was uncertain which ethnic group would officially take on the administration. Pashtun people do not like Dari. However, both Pashtun and Dari have been used for publishing since 2006.

Although the program has functioned well, teachers and parents in new project areas do not know anything about the reading promotion activities. Although SVA knows that it takes time for people to accept their activities, it always holds meetings with village leaders, elders and religious leaders. SVA avoids discussion on religion, accepts differing opinions in each region, and responds to them flexibly. Through these attitudes, the reading promotion activities are successful as a teaching method, literacy material and a tool for children's life skills education.



Training for teachers

Relieving physical and mental stress post-disaster

Library activity in the region affected Sumatran Tsunami, Thailand



In the post-disaster period, we can operate a variety of activities at the libraries in the relief camps and temporary housings. This is an example of activities in a disaster area in Thailand after Sumatran Tsunami.

What was the purpose?

- To provide a safe gathering place for their children

A “Temporary Library” was set up in the relief camps in order to provide a safe place for children two weeks after the disaster. Activities like basic

library services, puppet theater for the nurseries, and a mobile library with circulating library bags were started.

Operation systems were not changed from other library projects; we provided books, recruited local people (in this case, from the relief camp) as librarians, and started operation after organizing training for the librarians.

As this is an emergency case, we adhered to the policy to never ask children about the Tsunami and involved people from the community in the management roles so that the children and parents could feel safe there.

Relief activities under an emergency period consist mainly of logistic support and distribution, although they tend to overlap. Meanwhile, we provide support on psychological aspects through library programs, such as drawing, reading picture books, and programs that promote the strengthening of relationships with others.

What is effectiveness of the library program?

- To ease people's stress

After the Tsunami, people were confronted with increased stress, fear, and anxiety due to the extent of the disaster, the sudden change of life, and difficulties with life in a relief camp. The library program has been able to ease the stress.

Firstly, the people have a place to go. They were able to escape terrifying memories of the disaster when they spent time in a library. Secondly, in a relief camp, life tends to be too difficult for families to look after their children and they left more stress as many strangers were passing by with distributions. For those who were afraid of being apart again under such stressful circumstances, the library functioned as a safe haven where their children could play.

Although other NGOs provided children with safe-play areas where they played with toys, watched TV, and did their homework, their services were usually limited to temporary events or during the distribution of materials. There were no active programs similar to the library program, which operated child-oriented activities. In this sense, the library program added an important semi-permanent place for the children.

How large it is?

- We used a large tent

We built a large tent as a temporary library in the relief camps. We arranged plastic sheets, library bags, fans and water tanks inside; there were no chairs. We also provided board games and jigsaw puzzles. It is important to adjust the layout of a library to match local conditions, such as the weather. In this case, for example, we designed the floor higher than ground level to avoid getting the plastic sheets wet when it rained.

How do you recruit librarians?

- We asked for applications for volunteer staff from the community.

In the beginning of the operation, the NGO staff carried out most activities. Then, we appointed 2 volunteer staff members, who are from the affected population and have a strong will to contribute to the community, for each library. They received on-the-job training.

When are they open? What kind of service do they offer?

- We opened daily

The library was open daily from 8:30 to 18:00. Although its main target users were primary school students, there was a range of visitors from infants to secondary school students. We provided library service, story telling, singing, dancing, drawing and so forth.



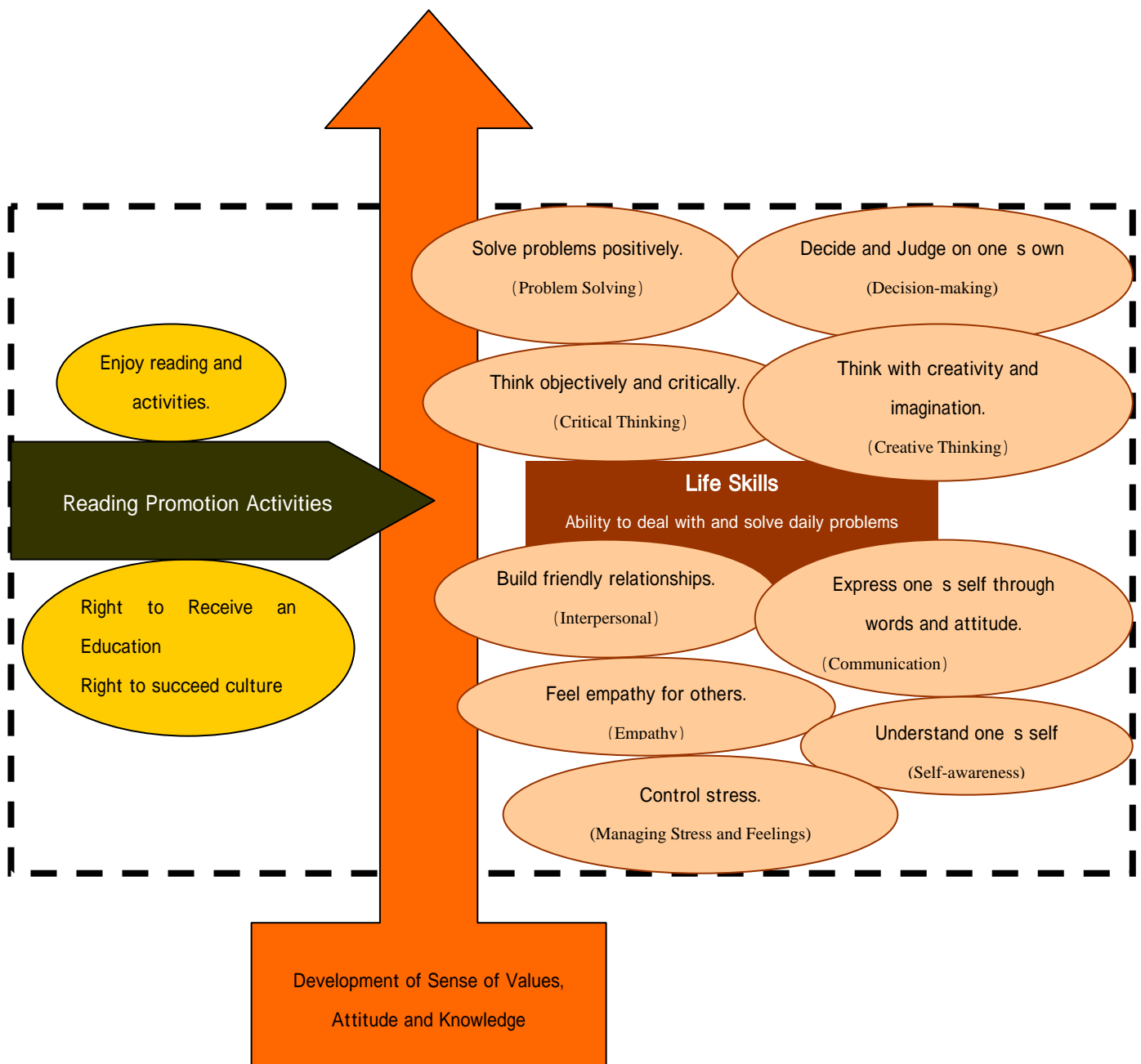
Part2 Theory

How does the enjoyment of books relate to life skills? What are life skills?

This section shows the importance of reading books, as well as reading promotion activities in developing countries.

1. Life Skill Education and Reading Promotion Activity

Reading promotion activities are based on human rights, and aim for child development through enjoyment. This leads to the improvement of children's life skills.



1-1. Reading promotion in developing countries

Reading undervalued in environments with a small number of books.

In many developing countries, the activities to promote reading books for children, have not been taken seriously. The main reason for this is the lack of books. For example, about 4,400 titles of children's books (excluding cartoons) are published every year in Japan; on the other hand, only 50 titles of children's books come out in Cambodia. However, this does not mean that children do not need to read books.

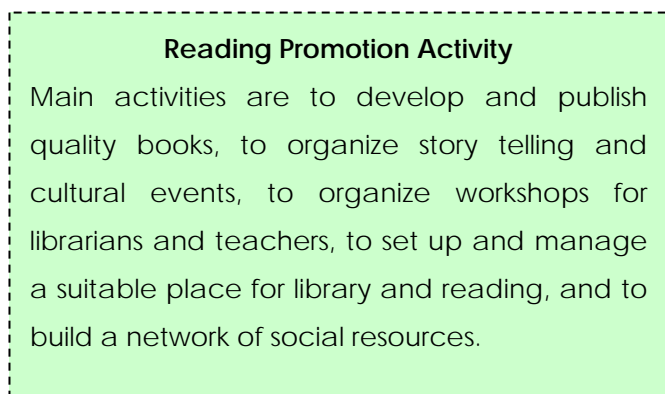
In order for children to develop their sense of values, attitude and knowledge, reading promotion activities were started based on the children right to receive education and maintain their culture.

The donation of books itself does not encourage children to read them.

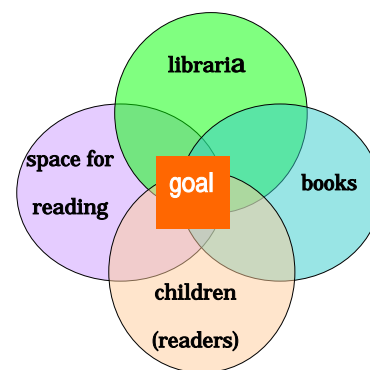
This is why it is important to promote reading.

The donation of books itself does not mean children will enjoy books. In some projects, local people do not read donated books and leave them in the boxes. It is because teachers have no long-term experience reading books to children and do not know how to use them. Therefore, reading promotion by trained librarians and teachers is essential to get them familiar with reading.

Reading promotion activities are carried out in both formal and non-formal education, targeting the youth, parents, teachers, librarians and those who are involved children's activity.



Structural elements of Reading Promotion Activity



Development of Four Elements for Libraries

Library operation consists of 4 elements: librarians, books, space for books, and children (readers). You need to take them into consideration when you make an action plan. Activities involve local administrations, schools, local communities and local NGOs to develop each element.

1-2. Relationship between reading promotion and Life Skill education

Develop life skills for dealing with daily problems

Life skills education refers to education for “development of necessary abilities for dealing with various problems and demands in everyday life in a constructive and effective manner ¹”

Also, life skills education pays attention to the flow of knowledge, attitudes and skills. This is because people can deal with problems properly with skills, which come from attitudes and actual behavior based on their knowledge. Examples for adults are the prevention of

lifestyle-related diseases and quitting smoking. People need to have the appropriate skills to control their emotions, keep good human relations and make themselves desirable.

Although we need various skills to respond to different problems and demands, there are skills that can be used for any situation. These are called life skills, which include (1) decision -making and problem solving, (2) critical thinking and creative thinking, (3) communication and interpersonal relations (4) self-awareness and empathy, and (5) managing stress and feelings.² We will look at the reading promotion activities from the perspective of life skills education.

Now, you will see how reading promotion activity is related to Life Skill education.

Knowledge – through picture books, storybooks and story telling of reading promotion activities, people are able to acquire the knowledge on language (mother tongue), literacy, health and sanitation, environment, peace, diverse culture and history of ethnics, tradition, culture, society, current affairs, ethics and humanity.

Attitude – reading promotion activities, such as using library, telling stories, playing games and drawing, induce people to read books. Reading books encourages them to improve their attitudes of communication with others and to become more involved with others and the world (or external affairs).

Skill – Reading contributes to the development of literacy and numeracy as practical skills. Other reading promotion activities also enable people to acquire functional literacy such as communication skill, thinking faculty and self-esteem.

Two functions of reading promotion: “to achieve goals” and “to acquire practical tools”

On the one hand, reading promotion brings practical life skills—as mentioned in the previous paragraph. On the other hand, reading promotion activities like board games, picture books and paper theaters are used as a tool in the Life Skill education program—such as health education, prevention of accidents with land mines, and environmental education—in order to cope with certain challenges. Therefore, it can be said that reading promotion activity functions as one of the tools to learn Life Skills, in addition to being a promotion method of literacy.

Here, you will see how reading promotion activities help Life Skill education programs with the case of the Community library at a Burmese refugee camp.

¹“WHO Life Skill Education Program” WHO (1997), translation by Tetsuro Kawabata, et al., Taishukan Publishing Co., Ltd. p.12

²“HIV/AIDS Manual” Katsuma, p.5,6

Reading Promotion Activity as a tool of learning Life Skills

Type of Life skill	Characteristics of a life skill ³	Expected results after reading promotion activities Examples of Community Library in the Burmese refugee camp
Decision-making	It helps to make constructive decision about daily life <effect> If the youth can think carefully to make evaluation and decision by himself, he could bring better results.	People are able to have their own opinions by thinking the answers of questions by librarians People become more active; they decide voluntarily to join library events and practice to show their achievement.
Problem Solving	It enables to cope with problems in their daily life positively. <effect> If they leave serious problems unresolved, they may suffer from mental pressure and physical tense.	People can learn how to solve problems from contents of books (acquisition of knowledge). They also understand what they learned at school deeply with additional books in library
Critical Thinking	It enables to analyze information and experiences objectively. <effect> People can understand various viewpoints of others and avoid being under pressures caused by them.	Children who were afraid of speaking in public become active to ask parents and teachers.
Creative Thinking	It enables to think of several possibilities for problems and to make simulation before making a decision and finding a solution. <effect> They can handle their daily life flexibly, by thinking of situations to which they have not faced.	People can grow their imagination with various picture books. They also imagine their future and work hard to achieve the goal. People can learn many ideas about war, peace and human relationships and apply them to their daily life when they make decisions.
Communication	It helps to express themselves with either words or attitude, considering the background of the situation. With this skill, they can express their desires or fears, as well as opinions and demands, so that they may seek advises and helps,	Children who used to fight against one book, could improve relationships to read a book together. People can learn non-verbal communication through games and other activities in libraries. People get to know the folk tales and the experiences of different generations and asked them some advises and helps.
Interpersonal	It helps to communicate with others in a preferable way.	People become accustomed to keeping the library regulations and consider

³ “WHO Life Skill Education Program” WHO (1997), translation by Tetsuro Kawabata, et al., Taishukan Publishing Co., Ltd. p.13-15

	<p>This skill enables them to develop and retain good friendship, which is important for their mental and social health. They can also keep good relationships with their family, which is the fundamental body for social support. This skill also means to learn how to finish a relationship in a positive way.</p>	<p>other users. Through cultural activities, they look up elder people more, so that they can act properly to them.</p> <p>People learn polite expression.</p>
Self-awareness	<p>It helps people to know about themselves, their own personal character, own strong and weak points, desire and dislike. People can find when they feel under pressure with this skill. Self-awareness is indispensable for developing sympathy to other people as well as effective communication and relationships.</p>	<p>People become aware of their ethnic identity by learning their culture and history from folk tales and think what kind of skills and knowledge are helpful for their future.</p>
Empathy	<p>It enables people to understand and share other person's feelings, even when they have completely different lifestyle from theirs.</p> <p>Having empathy enables people to understand and share someone else's feeling. Therefore, it allows them to improve social relationships among different ethnic or cultural groups. People will take generous actions for those who need a help and tolerance, and for most vulnerable people such as HIV/AIDS patients and mental patients.</p>	<p>Through folk tales and cultural activities, people respect their own culture and diverse culture of other ethnics. They also come to think better attitudes toward their parents and friends.</p>
Managing Stress and Feelings	<p>Helps to identify the causes of stress in daily life, to find out its influence and to control it.</p> <p>This skill includes easing the causes of stress by changing physical environment or lifestyle. Learning how to ease one's tension for preventing health problems from inevitable stress is also one form of this skill.</p> <p>This skill requires understanding persons' emotion including their own, to learn how emotions are related to their attitudes, and to cope with these emotions properly. For example, strong emotions like rage and grief will give bad effects to their health if they do not treat them properly.</p>	<p>Refugee children can ease their traumatic experiences which they went through before they arrived at the refugee camps, by coming to library, drawing, chatting with friends and reading picture books.</p>

Source: "WHO Life Skill Education Program" WHO (1997), translation by Tetsuro Kawabata et al.,

Taishukan Publishing Co., Ltd. p.13-15,

2. Importance of Reading Promotion

Until recently, emergency relief like food and medical support are considered as primary supports in developing countries; educational support tended to be regarded as less important. However, children without basic education, which offers fundamental life skills, grow up with no awareness of the importance of education; they do not have any experience in the learning process.

This may take on a vicious circle that may proceed into the next generation. Children are never able to retain their childhood forever. During childhood, therefore, securing education rights, as well as health, is significant to develop the foundation of humanity, because human beings can have creative and thinking abilities at their childhood.

Now, you will see why reading promotion is considered as a guarantee of education in the following section.

2-1. Reading as a right

Reading is considered an activity that is indispensable for people to acquire literacy, improve their sensibility and expressiveness, enrich their power of imagination, and learn abilities for a better life. To start reading from an early age fosters “life skills” that enable them to think, understand, and make better life decisions.

In principle, the chances to learn life skills, which people can acquire by reading, should be provided to everybody equally: no matter whether one lives in a developed or a developing country. There are, however, 800 million children and adults who have no access to basic education or to the benefits of reading books in the world. They are neglected from the societies, considered as the illiterate, and are forced to live without any chances to have basic rights of human beings. It is a big challenge to secure their rights to learn and to know.

In this section, you can see further possibilities of reading promotion with several related constitutions and laws.

The right to learn

In 1985, the Fourth International UNESCO Conference on Adult Education declared that the right to learn is one of the indispensable human basic rights. According to the declaration, the right to learn is:

- the right to read and write;
- the right to question and analyse;
- the right to imagine and create;
- the right to read one's own world and to write history;
- the right to have access to educational resources;
- the right to develop individual and collective skills.

This declaration clearly mentions that “learning” is not a luxurious culture or a right which arises after securing basic needs.

This is not an exclusive right for those who are in the privileged classes classified by sex, age and social status. Education rights are guaranteed for everyone in anytime and anywhere in one’s life.

Convention on the Rights of the Child

The Convention on the Rights of the Child was adopted at United Nation in 1989, saying that children have human rights and have to be treated as equal as adults. Children can claim the rights of development and social securities in accordance with their physical and mental development.

Education rights can be the center of this security. J. Piaget, the leader of International New Educational Movement, explained that most things that human beings acquire in their process of development are derived from education, not from genetic inheritance, and social and educational factors consist of “conditions of development” at any stage of development.

The Convention on the Rights of the Child declares that any children who are below the age of 18 years have a right of education (Art.: 1 and 28). Education aims for: a) the development of the child’s personality, talents and mental and physical abilities to their fullest potential; b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; c) the development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; and e) the development of respect for the natural environment. (Art.: 29) It also declares children the right to have free time besides formal education and to join cultural life and the art. (Art.: 31)

International Covenant on Human Rights

There are some people who live under a difficult situation for reading in their mother tongue in the world even if they can read and write it. Such people consist of, for example, i) aboriginal groups who have been kept their original ethnic, linguistic and cultural identities for long time, ii) refugees and those who ask for protections, iii) minority groups of immigrants, iv) those who have short-stay visa and forced labors and so forth. Although they are literate of the major or official languages of the country where they live, they often face a difficulty to read their mother tongue as the same way as they read the official language.

Article 27 of International Covenant on Civil and Political Rights, which was carried at UN General Assembly in 1996, stipulates individual's security of mother tongue as the minority's right, saying as follows; " In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practice their own religion, or to use their own language."

In addition, Universal Declaration of Linguistic Rights was carried in Barcelona, Spain, led by the Translation and Language Rights Committee of International P.E.N Club, in 1996. The most important feature of this declaration is that it declared linguistic rights as both collective and personal rights considered the use of their own language in private and in public without any interventions. When considering that this declaration is currently under the lobbying to adopt in the UN General Assembly, it is certain that there is global movement to consider linguistic rights as basic human rights in written words.

However, the declarations of these basic human rights have no impacts if they are not taken into an action. The individuals' development to read, know and think will create society and explore the history. Reading is truly one of the means to take action for these human rights.

2-2. Reading as human development

When we read books, there are various purposes for reading; we may read books to enjoy, to look into something, to meet intellectual interests, and so forth.

Written culture differs from the image culture, which gives us one-way communication, in that the active communication enables us to consider matters, to imagine a situation, to agree and criticize other opinions and to put own ideas to others. Learning these types of communication continuously fosters humanity, such as richness of sensibility, fair decisions, intellectual imagination and suitable communication with others. Moreover reading offers the best opportunity to learn vocabularies that people cannot gain in their daily life. It is said that vocabularies from reading are ten times as rich as those from a daily life. People can improve their communication ability with rich vocabularies to make more colorful expressions and smooth communications

The purpose of Life Skill education is to develop the abilities that help people to cope with problems and demand in their daily life. Therefore, reading promotion can be recognized as one of the useful tools for Life Skill education.

2-3 Reading for childhood development

For children, physical health can be maintained by eating.

On the other hand, reading and listening to many stories foster their rich sensibilities and imaginations and help their mental development.

Therefore, it is essential to keep proper mental and physical development of children, adequate nutritious food, direct experiences in nature environment and in human society and, lastly, indirect experiences in the imaginary world of storybooks.

Food Nutrition for one's body

Imaginary world of story telling and storybooks . . Nutrition for one's mental health

Three main elements for mental health direct experience in natural environment

direct experience in human society

indirect experience in an imaginary world of books

source: "The World of Picture book and Creation of Nursing Culture" by Junko Watanabe

For children, imaginary worlds in storybooks are just for fun, not for useful purposes or lessons. One touching story can move children to remember it and become a motive of reading. Children develop their sensibilities, such as hope, courage, confidence, relief and enthusiasm, and imagination, having mental and emotional virtual experiences in storybooks. These abilities encourage them to deal with difficulties and to have power of living. Children who have experiences of books come to know the joy of reading and have a habit to reading.

When children have more experiences to feel joy, fun and happiness, they will be able to share these feelings in their future. Reading direct following abilities:

< The abilities acquired by reading >

- A. Thinking . . . To enlarge knowledge base. To learn the importance of having questions.
- B. Imagining . . . To envision the world of literacy with one's imagination . To feel empathy.
- C. Listening . . . To listen to stories
- D. Speaking . . . To develop vocabularies. To learn proper and right languages. To learn rhyme of languages. To communicate with speakers
- E. Creativity and Expression . . . To be creative and express one's self.
- F. Reading . . . To read books voluntarily
- G. Feeling relaxed . . . a different feeling from that is felt in school.
- H. Acquiring the abilities mentioned from B to F would help students to improve their attitude towards classes and the relationships with teachers.

2-4. Reading Promotion for richness of humanity

United Nation's Millennium Declaration was adopted to achieve the quality of society that secure the basic living standard as human being for every people, including children. However, nearly one billion of children still have no secured their childhoods, being under the threat of hunger, conflict and HIV/AIDS.

Here, we introduce the message by Shinji Tajima, Representative of International Center for Literacy and Culture (ICLC):

“Literacy has to have its own philosophy and purpose. Literacy education should aim for the universal purposes and contents with rich humanity, rather than merely acquiring the skills and abilities on how to read, write and calculate. How much human beings have promoted the literacy which has made them unhappy and killing each other (Human beings have often promoted a kind of literacy that brought them misery and precipitated murder; it continues even today. Knowledge and skills that are expressed in letters should be responsible for the entire humanity. I believe that literacy must exist to give life to human beings, to eliminate conflicts, and to create the world where they can trust each other.”

(from “The Principle and Activities of Human Literacy”)

This message should be considered by those who are literate or those who are learning how to read and write; because persons who are literate and educated have invented land mines and nuclear development at this moment.

Hence, reading promotion in this manual aims firstly to develop “Life Skills”, which enable children to think, understand and take action by themselves and, secondly, to develop humanity, which enable them to have respect their own culture, other ethnics, religions, cultures and languages and to solve a problem through a dialogue.

3. Tasks and functions of library

When you operate reading promotion, where are suitable places for an institution? As stated in the previous sections, Education Rights are to be provided to all people. A “library” is the institution that supports this education rights. According to UNESCO Public Library Manifesto (1972, revised in 1994), the public library is considered as follows:

“Freedom, Prosperity and the Development of society and individuals are fundamental human values....Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought culture and information. The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups (UNESCO Web site, 2007)”

Thus, the public library has been recognized as the “lifelong learning institution”, which provides learning opportunities to all people, in the international context

In the same manifesto, the services of the public library are “provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status.” And it also stipulates that “specific service and materials must be provided for those who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison.” From this manifesto, you can find the public library is the educational institution, which is open to those who are threatened their linguistic rights and have difficulties to read in their own language.

Equality of providing public library services plays a role to bring a lot of cultural information so that people can reduce information gaps with learning opportunities to all. Hence, the public library can be recognized as the suitable institution fostering life skills, which are the goal of reading promotion.

Public library and School library/reading room

A library is the best place to implement reading promotion. A library, in the terms of its roles, can be classified into two types: a public library and a school/reading room library.

On the one hand a public library is set up in a community and is open to public, on the other hand, a school library is established as an annex of the school and open mainly for students. In 1999, UNESCO declared UNESCO/IFLA School Library Manifesto that supports the principles of UNESCO Public Library Manifesto.

In implementing reading promotion at a public library, the most useful point is to be able to reach all people at community level to operate diverse activities.

Public library is also open to children who cannot go to school, the illiterate and the disabled.

In contrast, reading promotion at a school library can be operated equally to schoolchildren from their early age.

This section looks at the functions of public libraries and school libraries separately.

< Public Libraries >

Function Collect, organize and provide material resources

Users of public libraries vary in age, gender, profession, education, preference and religion. Therefore, public libraries have to collect, organize and provide different material resources to meet the various needs.

Function Lifelong learning

Lifelong learning is an idea that integrates social life as the private individual and a broader sense of education over the whole span of life. Public libraries are one of the main facilities which can guarantee the right to learn and can support self-motivating learning over one's whole lifetime. People can be encouraged and stimulated by different resource material in libraries. This results in that people can improve their motivation in further exploring and learning.

Function Creation of culture and continuation of traditions

Public libraries provide opportunities for accessing and sharing information among all people in the community, from babies to elders. Also, they preserve various cultural resources that have been protected since the past and create a community culture, which will be inherited by future generations.

In the reading promotion activities, we encourage people to be proud of their traditional culture. Also, we promote respect for and the understanding of other cultures in their country and other countries through reading books. In order for people to become proud of their culture and traditions, we work using their mother tongues, which represent their culture. We undertake activities to encourage people to preserve their culture and traditions at libraries.

< School Library >

Function Education

School libraries are essential facilities for school education. Moreover, students can communicate with other students and teachers. In order for students to become adults who can use public libraries for their lifelong learning collaboration between school libraries and public libraries is important.

Function Service and advice

Librarians at school libraries need special skills to respond to the demands of students and teachers and provide them with appropriate resource materials. Moreover, they have to help students learn, and perform reading promotion activities by reading picture books to students to give them the chance to discover books appropriate to their needs.

* * *

Whether a librarian or teacher, a person is necessary for giving users the enjoyment of reading and knowledge, both in public and school libraries. They are not just responsible for lending books out. They play a role in developing a reading culture through communication with users.

As the final part of this theory section, we will share messages from the “Year for Reading by Children” held in Japan in 2000.

All the words connecting the past, present and future exist in books. Therefore, the reading of books to find these words and develop our wisdom will decide our future. This means that the reading ability of children is one of the keys to open doors to the future of the earth and human beings.

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Part3 Practical methods of reading promotion

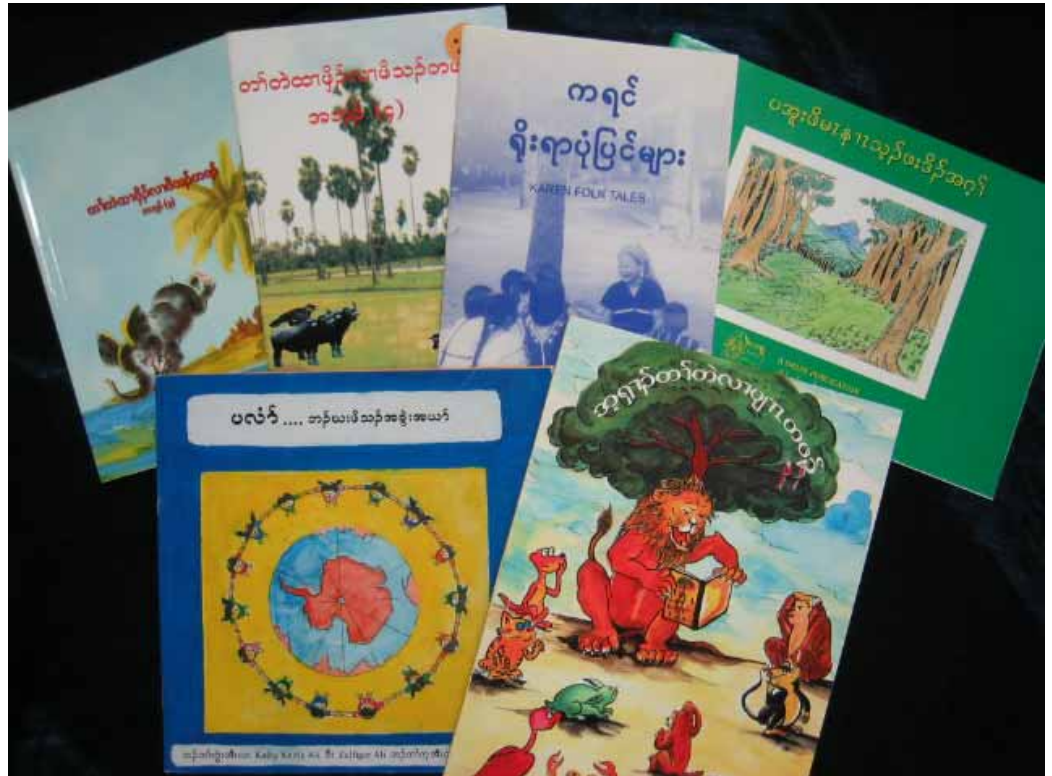
In this section, you will see several methods on how to attract children to libraries and how to develop enjoyment in reading.

1. Collecting and Keeping Books

1-1. Collection and selection of books

Collection of books

Firstly, you observe what kind of books are available in a local market. In the case of the Burmese refugee camp, for example, the following Questions were asked while collecting books because there were no publications in Karen, their mother tongue, and the basic difficulties in finding books for children.



The books published in the language of the ethnic minority

- What kind of books the local libraries have?
- Whether there were any books written in the language that we sought for?
- How many books for children were published?
- What kinds of category of books were published?
- What magazines were published?
- Were there any persons who held books written in ethnic minority's languages?
- Did the local church, temple or supporting agencies publish books and magazines?
- Where refugees able to import books in their own language from their country?

If you already find any resource of books like local book shops or other accesses to books, you can skip this section and go on to the next section: “selection of books”

Selection of books

Secondly, you will think which books are suitable for users. Selection of books is one of the crucial tasks of librarian. This is a difficult and demanding task, which requires experiences. The quality of the book selections and distribution affects greatly to the richness of the communities reading experience.

The librarian needs to consider which the books are suitable in accordance with the respective ages of children carefully; the quality of a library depends on librarian's ability to select the appropriate books.

Selection of books with limitations

In the case of limitations on the number of publication of books in the minority's languages, one needs to collect documents in the targeted language. Under such circumstances, you have to keep attention to increase the number of books with publishing books at the same time, if it is possible. In publishing children's books, especially, it is important to choose attractive contents from various topics, such as social affairs, economics, natural science and arts, and to avoid publishing books just for fun. Ability of book selection is relevant to a plan what kind of books you develop.

For example, in the case of the library at Burmese refugee camp, foreign picture books have been translated into Karen as there are few Karen picture books. This method should obtain the copyrights from the original writers as a precondition.

Selection of books for adults

The main point of book selection for adults is to keep various topics. Because adult's interests are more diverse than those of children, you have to be careful to keep a balance of category. Also, you have to be careful to create a library that is open to all community members: a partial selection of books makes the library useful for only special interest groups. For example, all



Presentation day of tradition and culture class for Karen youth

religion documents and books should be collected equally even the librarians believe a certain religion. Asking users requests by setting request boxes is also a helpful way to select books when you already have certain amount of books because it encourages to develop deeper relationships between librarians and users.

Also, youth aged 12 to 19 years, in the first stage of their maturing, start becoming conscious of themselves and have conflicted feelings about adults and society. Libraries need to provide and publish books for such youth. In many English-speaking countries, libraries have sections for young adults that are in between children's and general literatures. More recently, the number of libraries that have book corners for young adults has increased in Japan.

What is a good book for children?

For children, physical health can be maintained by eating. On the other hand, reading and listening to many stories foster their rich sensibilities and imaginations and help their mental development. Therefore, indirect experiences in the imaginary world of storybooks are essential elements for their development of mental health.

Hence, bad quality of books can be harmful for their development of sensibility. Suppose if children read a book that is filled with violent expressions like “Kill him! Beat him! Go to the Hell!!” What will happen to children’s attitudes? They probably start to use these violent expressions in their conversations. Even if they read many books, they cannot improve their ability of communication with such low quality of books.

To develop self-expression with rich vocabularies and thoughtful communication, reading of quality books is necessary. Then, what kinds of books are considered as good quality books for children? You will see seven key points of quality books and the example suitable book categories in Japan.

<Key points of quality books>

1. To express clear messages of writers to children
2. To make people read repeatedly
3. To have attractive characters, which children feel sympathy to
4. To have good combination of a story and pictures
5. To have rich expression with limited vocabularies
6. To have effective page layout and design
7. To use proper and beautiful words

< the example suitable book categories in Japan >

1. Books which are universal long-seller
ex.) “Guri and Gura” (Fukuinkan Shoten Publishers, Inc.), “Big Turnip” (Fukuinkan Shoten Publishers, Inc.), “Odango Pan” (Fukuinkan Shoten Publishers, Inc.), “Little blue and little yellow” (MULBERRY BOOKS), “THE THREE BEARS” (CLARION BOOKS), “THE VERY HUNGRY CATERPILLAR” (PUFFIN BOOKS), “The Three Goats Gruff” (Harper Collins Publishers), “MILLIONS OF CATS” (G.P.Putnam's Sons), etc.
2. Books which express the value of relationships with family and friends
ex.) “Peter's Chair” (Harper Collins Publishers), “Goast Barba Papa” (Kodansha), “Swimmy” (SHOLASTIC.INC), “Ookami to 7hikino Koyagi” (Fukuinkan Shoten Publishers, Inc.), etc.
3. Books which give information about physical science and health
ex) “Where Does Food Go?” (Doshinsha Co.,Ltd), “Sutte Haite Yoi Kuuki” (Doshinsha Co.,Ltd), “We Are All One Big Family” (Fukuinkan Shoten Publishers, Inc.), etc.
4. Books which develop understandings and attitudes to the disabled persons
ex) “What's that?” (Forlaget), “Rulle Pa Eventyr” (Tiden Norsk Forlag), etc.
5. Books which introduce importance of natural environment
ex) “The Little House” (SHOLASTIC.INC), “Barbapapa's Ark” (Frederick warne), etc.
6. Books which introduce traditions, cultures and life styles of other countries lively
ex) “People” (Heinemann), “Can you find me?” (ACCU), “White House and Suhoo” (Fukuinkan Shoten Publishers, Inc.), “Taro and the amazing bamboo shoot” (Fukuinkan Shoten Publishers, Inc.), etc.
7. Books which explain importance of the dignity of human beings and peace
ex) “The story of FERDINAND” (The Viking Press), etc.

(Source: UNESCO Library 100, National Federation of UNESCO Associations in Japan)

1-2. Publishing books



original version, black and white printing(right)



reprinted version, new illustrations and colored printing(left)

When donors publish books, there are three approaches: using local resources, outer resources and both local and outer resources.

In the case that there is few books in the local market, children's books hardly can be found. Less books implies that few producers, such as writers, illustrators and editors, are engaged in the publishing sector. You may find book writers for adult books but not for children. To find editor is more difficult although editors play a key role in developing books. Thus, if you publish new books with local resources, you have to find and train writers as well.

Lastly, it is necessary to follow a domestic publishing law and to have copyrights and official permission in publishing books.

Reprint of books

The easiest way of book publishing is to reprint. You can reprint the original version as it is. However, it will be effective to draw children's attraction to change illustrations, colors and size of books.



"Little Prince" and "Ghandi"
Translation of a quality literature and biography

Translated foreign books

You can publish foreign books translated in target language. It is easy to keep quality of books when you choose universal long-sellers. In this case, you have to make a contract of copyrights with publishing companies. You may find funding donors that are from the native countries of writers in some cases.

Finding and training local writers

Competition is one of activities to find local writers. Announcement through mass media like newspaper and radio as well as through cultural and educational institutions is effective to have as many as applications.

Screening applications is also a good opportunity to develop the ability of book selection; therefore it is better to include the prospective persons, who you want to train as key players of book publishing, into the jury.

Best works will be revised with advises of professional editors so that they can have a high quality to be published. Jury have to provide other applicants with detail comments as they also have a chance to publish their books in the future.



Picture book for learning alphabet, using the paperwork of the participants at the seminar on picture book development



Prize winner book of "Competition of Folk tale picture books" was come out after revised with Japanese editor s support. This competition was announced to ask people to develop their traditional folk tale as a picture book.

<Judgment of competition>

In the judgment of the competition, cultural difference between local people and donors reflects to the judgment. Some emphasize the originality; the others think that good ethics are important. Cultural differences emerge as usage of color, too. It is controversial issue how much you accept outside donors' opinions onto the judgment.

When you invite many local counterparts as judges, to carry out the judgment anonymously can be one of solution to reach the fair result, although it is sometimes considered as a style.

Importance of story telling

Reading promotion never disagrees with the value of oral culture and considers them inferior to storybooks and picture books. "Folk tales", which are picked up as the contents of picture books, are derived from the word-of-mouth traditions. Developing picture books of folk tales, you should pay your respect to oral traditions.

Points to consider in publishing folk tales

(1) Choose folk tales appropriate for children

Folk tales are part of the culture that has been passed down by word of mouth over generations. This means that folk tales are for speaking and listening. They were originally not meant to be written and read. Moreover, many folk tales have been passed down to relieve stress from work and daily life. Some folk tales are also cruel and violent. Therefore, not all folk stories are necessarily appropriate for children's picture books. Rather, we have to avoid making picture books based on folk tales with violent and sexual expressions, which have negative effects on children.

(2) The process of rearranging folk tales for children

You have to be careful in decided what should be shown in the pictures. For instance, in Snow White, there is a scene where a witch says to a mirror, "Who is the most beautiful woman in the world?" If we depict a beautiful woman in a children's picture book, children will not need to imagine what a beautiful woman looks like. Also, we might give children a fixed concept of beautiful women. In order to avoid such a situation, we must be careful in deciding what parts of a folk tale are expressed in pictures and words. Words and pictures have to complement each other. We must think creatively for generating a synergetic effect.

Books that are a collection of local wisdom, such as books about medicinal herbs

Books are not necessarily for stories. Collections of local wisdom that are published into books are also meaningful.

For instance, the following show how to make a medicinal herb book.

Collect medicinal herbs with people who know a lot about them. Record the effects of the herbs and things to consider about them.

Press medicinal herbs and preserve.

Stick these pressed herbs to paper and add explanations.

Photocopy the pages.

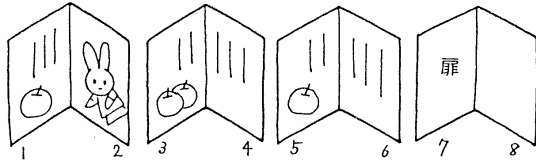
Make an index and cover.

Collect all the pages together and make a book.

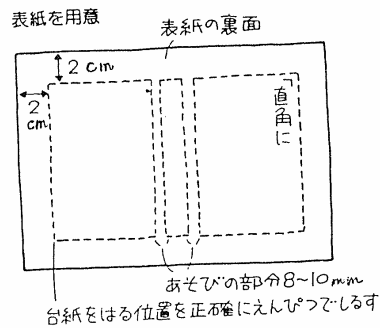
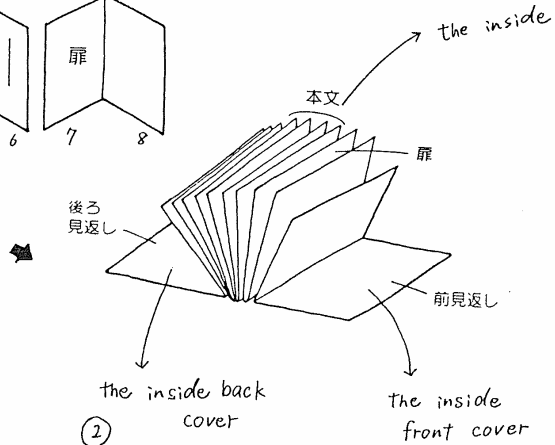
Ask people who teach about medicinal herbs to check the content.

Correct errors and finish.

How to make the binding book

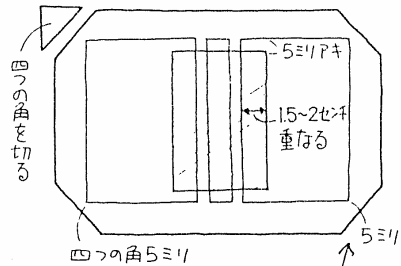


① Firstry, you should past all the inside.



② * Please prepare two white papers for front and back side.

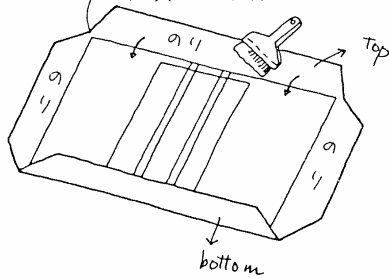
表紙にのりをつけて、芯地をはる
つぎに背にあたる部分に和紙をはる



③ Preparation the cover
We must put pastboards.

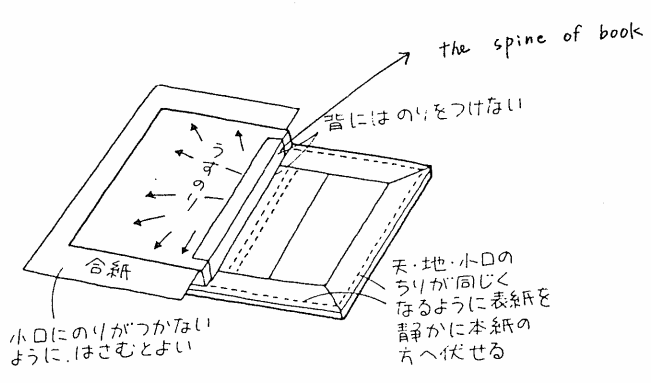
芯の紙を表紙でくるむ

天と地の折り返しを先にはり、
背の先で肉側につぶして折り込んで
から、左右の表紙をはり合わせる



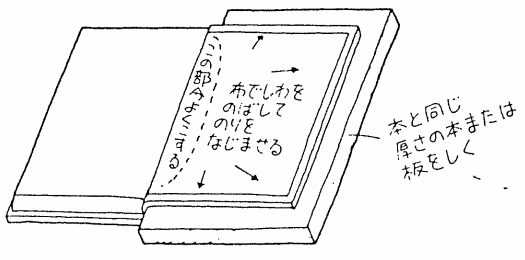
④ Please cut the corner.
After that you should put soft cloth at the center of book

⑤ You should past the glue top and bottom first.

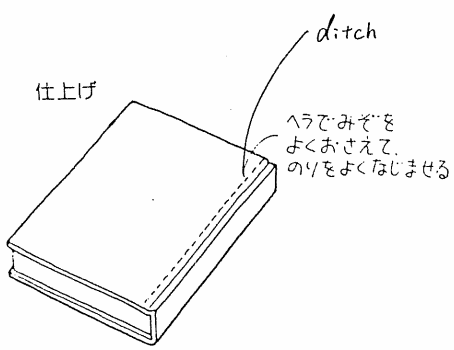


Making of hand-binding books

⑥ You should not past the glue on the spine of book.
And



⑦ If you put the board or book under the binding book,
You can make more easy to past glue.



⑧ Lastly you should push
the ditch by ruler.
Finish !!

1-3. Making *Kamishibai* (picture-theater)

Kamishibai(picture-theater or picture-story show) is one of means of story telling that showing sequent pictures with play-like story telling. A sense of unity of storytellers and audience, through their mutual communication, is an attractive point of *Kamishibai*. *Kamishibai* is developed in various topics: original stories, folk tales, health education, daily life, and so forth. Also, *Kamishibai* is the easiest form of reading tools that everybody, both children and adults, can make.



Kamishibai
made by Lao student:
"Whose work?"
 (summary)



1) Tap water keeps running!
 We have to stop it!



2) "Excuse me, Mr. Cup. Can you stop this tap water running?"
 "I am afraid that I am too small to do it."



3) "Mr. Folk! Can you help me with this water running?"
 "I cannot do it."



4) "Mr. Knife! How about you?
 Could you cut to stop this water?"
 "Sorry, it is impossible for me to cut water."



5) "Oh dear! It is I, the bucket,
 that can stop this!"

Comparison to picture books

Picture books are developed expecting to be looked carefully. Readers can read them in their own way although they are also used for a story telling in front of many children. Therefore, picture books are required having high quality of stories and illustration in order to draw children's attraction.

Kamishibai, on the other hand, mainly focuses on making atmosphere like a theater. Thus, actors are indispensable. Originally, it has been performed with a stage, which is wooden frame with wooden windows as a curtain though performance without a stage is also common. People can enjoy watching *Kamishibai* from a distance. Pictures need not be professional; hand drawing will develop warm relationships with audience.

Kamishibai is not bound like a picture book. Actors change a scene to the next with drawing papers. Technique of drawing papers, such as speed and making noises, can give dramatic effects to stories.

Healing effect of the sense of unity of *Kamishibai*

There are several cases that *Kamishibai* healed people. For example, A boy from ethnic minority in Laos, who had to stay in bed alone, could regain his smile after watching *Kamishibai*. He had felt depressed because he spoke his own language and had difficulties to communicate with other children until then. The way of talking of nurses and the sense of unity with children brought good effect on his feeling.

In Japan, *Kamishibai* plays important role in old-age homes. It is recognized that *Kamishibai* eases loneliness of aged people because they enjoy it together.



Kamishibai has actors and audience. Picture books are read carefully in readers hands.



Kamishibai is played with a stage.



There are story lines in the reverse side of *Kamishibai*.



Actors draw a front picture to change a scene. (without a stage)



How to make a *Kamishibai*

- * Size – Size more than 38cm x 26cm will be useful to play in front of large audience.
- * Number of pictures – There is no limitation of pages in making handmade *Kamishibai*. Japanese published *Kamishibai*, for instance, has 12 pages on average.

1. Key points of making a script – to select scenes and scripts for each page.

- a) Not to choose a story having many characters.
- b) To select a story that have well organized storyline; the climax of story brings deep impact to audience.
- c) To make words lively so that actors can play each character; to avoid using long and explanatory sentences.
- d) To put clear and short sentences to each picture; long sentences make audience bored.
- e) To convey as many as information by pictures and not to add explanatory words.
- f) To put title and names of author and illustrator in the first picture.
- g) To put serial numbers at the left-bottom corner of pictures. *Kamishibai* puts story on the reverse side of pictures, so that relevant story and picture are never put in the same page. For example, the script of the first picture is written in the last picture and the second picture's is in the first one and so on.



layout A



layout B



layout C

2. Key points of layout and illustration

It is better to make a rough layout of *Kamishibai* before drawing in large paper. You can divide a whole story into several scenes (ex. 12 scenes) in accordance with its contents. When you start drawing, you can refer following points:

- a) To Use vivid colors and drawing relevant face of characters to a story line so that audience can find them from a distance.
- b) To draw characters, especially heroes and heroines, in the same fashion throughout a story; children can tell each character by the same appearances. (See layout A, B and C)
- c) To avoid using color pencils; vivid and clear colors help *Kamishibai* understood from a distance by large audience.
- d) To draw simple pictures so that audience can tell scenes from a distance.
- e) To put characters' face to the left to draw walking scenes; because actors change papers from right-side, audience will feel that characters is walking backward if they face to right. (See layout A)
- f) To avoid similar layouts within the same *Kamishibai*: combination of wide and close view. (See layout A, B(wide view) and C (close view))

Kamishibai by children

Even though you do not have a story, you can enjoy playing with your drawings in the form of *Kamishibai*. Following pictures are *Kamishibai* by Lao primary school students, which are instructed by Mr. Mitsunori Yabe, a Japanese *Kamishibai* writer. He introduced his work “Detekita Nanda? (What is coming from the window?)” and organized a workshop for the Lao primary school children. This has Question and Answer style asking audience what is hiding behind the window.



What is behind the window?

Look!

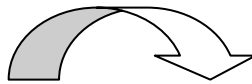


An apple!

Kamishibai (Picture-theater) dealing with problems in the area



Due to deforestation, the mountains have no trees and water. This leads to no crops for food.



Many people start planting trees and the mountains became covered with trees again. People regained their healthy lives and lived happily after that.

Source: "The first tree: One tree planted is the beginning of prosperous Life"

Planned and directed by Shinji Tajima

Published by New Task Force of PMLC/JICA with cooperation of ICLC

1-4. Using quality foreign books

When you have limitation to find books in target languages, what can you do? In the countries which do not have a matured market of children's books, in other word, which do not have a developed publishing sector, it is time-consuming to train writers, illustrators and editors until having a functional book market. Even, if you seek for quality publishing, it will take preposterous time.



original book and translated
book with stickers



““Miki s First Errand””

,Akiko HAYASHI

(Fukuinkan Shoten Publishers, Inc.)

Translation of universal quality books is one of answers to this problem. You can print translated scripts on stick paper and put it to the original books. The strong point of this method is to provide local children with quality books quite easily.

However, there is one point to be noted: to concern about copyrights of writers and illustrators. Translating and putting translated script on the original books for public have possibilities to harm writer's copyrights. Even if you buy books from publishing companies, pay loyalty and distribute them to schools and libraries free of charge, it can be difficult to accept for writers that their books are translated into other language without any notice. Putting stickers of translated scripts can be considered to harm illustrations when they cover illustrations. Therefore, you need to get a permission of writers and illustrators for translating their books. You have to complete following procedure to have copyrights:

Firstly, you need to ask publishing company, which prints the books you want to translate, the contact of writers and illustrators.

Secondly, you will send request letter for the permission of copyrights to the writers and the illustrators. In this letter, you should explain following points: the background and the purpose of your activity, immature quality of the local publishing sector, the language for translation, planned number and period of purchase and distribution, distribution plan, and so forth. You also have to mention that you do neither distribute books directly to children nor ask any charge on them.

It will be helpful to put some pictures of project place with the letter. You have to spare enough time to do this procedure because it will take a lot of time; there are some cases that you cannot get permission.

In many developing countries, the concept of copyrights is not familiar in the society, so that people get used to having pirates CD and DVD in their daily life. Donor organizations must respect and protect them and demonstrate fair attitudes under such circumstances.

< Reading promotion and copyrights >

There are two types of copyrights: “property rights” bringing financial benefit to authors and “authorship rights” restricting certain modifications and other derogatory actions against authors' will. (the Berne Convention for the Protection of Literary and Artistic Works, Article 6bis)

Translation and putting stickers on books are recognized as violations of “authorship rights” as they modify original contents. When you organize story tellings and puppet theaters, you need to inform and get permission if you ask for a entrance charge; even if you do not, author’s permission is sometimes required because of authorship rights.

Japanese several authorship associations, such as Japan Children’s Book Artist Society (JCBAS), Nippon Jidou Bungakusha Kyokai(Japan Children Books Writers Association), Japan Juvenile writers Association and Children’s book working group of Japan Book Publishers Association, declared the guideline on “permission of copyrights to story telling groups.” According to this guideline, you can organize story telling without any permission in case you do it for non-profitable purpose with no charge and no allowance. If you ask for a charge from audience for the expenses, which are listed below, you can operate reading activities without copyrights as long as you ask for only their actual expenses.

Expenses that are allow to be collect from audience without copyrights

- travel expenses and lunch for actors and storytellers
 - × remuneration for actors and storytellers
 - Utilities (venue, electricity charges, etc.)
 - material, snack and drinks for audience
 - travel expenses and lunch for organizers, volunteers and staffs
 - × personnel expenses for organizers and staffs
- : No problem × : Problem

However, the guideline considers that following actions are modification of authorship rights and needed to have copyrights even you organize them with non-profitable purpose:

1. Enlargement of original picture books and *Kamishibai*, including for the persons with weak eyesight.
2. Paper puppet theater
3. *Kamishibai*
4. Touchable books
5. Cloth books
6. Apron-theater
7. Panel theater
8. Power Point
9. Overhead projection (OHP)
10. Any other possible means which modify original scripts and illustrations

In principle, copyrights are expired after 50 years from authors’ death and become the public domain. These books are the property for all and everyone can use them without permission.

1-5. Repair of books and magazines

You will find books off the pages and destroyed while many people read them. In this section, you can learn how to mend paperback books and magazines.

goods to be prepared

- books
- a needle
- strong thread
- a saw
- a scissors



Make three holes close to the spine of the book.



Put through a needle with thread into the middle hole.



Stitch to the upper hole.



Stitch to the bottom hole.



Stitch back to the middle hole.



Stitch to the upper hole.



Stitch back to the middle hole.



Stitch to the bottom hole.



Stitch back to the middle; every hole got two stitches.



Tie up firmly with the each end of the thread.



Cut the rest of thread.



Finish!

2. Making opportunities of reading books

2-1. Various styles of libraries and school libraries

Children can have the opportunity to enjoy books even if there is no facility such as library. If there are open spaces under the eaves, or trees, we can bring books and start reading them to children. This makes an enjoyable library.

School library

Case study: Lao primary schools

Library box(Book case)

This box has bookshelves with books inside. A Thai person invented this “book box”. If you lock it, you can prevent them from being stolen. Book boxes are placed in schools and used as libraries.

In Laos, the government started providing book boxes to primary schools in the 1990s. Book boxes are placed either in empty classrooms or teachers’ rooms. If there is no teacher’s room, it is placed in the principal’s room.



Library box(Book box)

Library bag(Book bag)

Library bag is designed to replace a heavy library box. It can hold from 50 to 60 copies of books. It is useful to bring books to remote mountainous schools. It is designed as a wall-hanging shelf and brought to classrooms and playgrounds for reading as well.



Children gathering to the new-arrival library bag.

empty old classrooms

Library is set up in the empty old classrooms when a new school is constructed. Bookshelves and books (400-500 copies) are installed and the training workshop for teachers is organized before starting operation.

School libraries are open before school, between classes and after school. Some schools consider library activities as a part of its curriculum.



From reading room to library

“Reading room” is supported by ALC in Laos, which has a sign *HakArn* (love reading) at the entrance. Instead of using “library”, ALC uses the term “reading room”, which implicates that it is not difficult to start reading promotion using unoccupied classrooms rather than constructing library building. However, teachers started “reading room” sometimes change its name to “library” after having confidence in their activities.



Besides reading, library rooms can organize story telling as a reading promotion, *Kamishibai*, writing essays and stories, craft, singing songs and playing games. These activities sometimes face difficulties of preparing enough resources for the operation.

Teachers whose school does not have books come to libraries to borrow books. Also, local community can use libraries. Books on the land ownership and instruction of farming are popular among them.

Space for school library

For many cases, classrooms are used as libraries.

In case of no electricity, the rooms having wooden wall tend to be dark inside; rooms are bright with cement wall to the contrary.

It is difficult to arrange space for story tellings if you put large-size tables and chairs for the space of the library. You can make space for them with plastic sheets. Children can also read books on the floor.

Not only books but also games attract children to visit a library. To avoid for children to play only games, you can put them in the box and make children read books at usual time.

Location of library affects the number of users; one that located in the center of school have more users than one is at the end of school. Number of users whose class is far from reading room is likely to be reduced.

The key points to attract children to the library are:

1. Many collections
2. Open for cultural activities, such as folding paper, puzzles, drawing and games
3. Good environment and decoration with showing book covers and flowers
4. Display of children s drawings and works to show their participation

< advantage point of full-time librarian >

Full-time librarians can focus on library activities, so that school can put them as a part of its curriculum and encourage children to read books. They are also able to keep books properly, so that they can find and introduce suitable books for children as well as useful books for teachers to use in their class.

On the other hand, it has been reported that library activities are difficult to be operated when schoolteachers are in charge of library activities. They are too busy for their ordinary tasks. The same results can be seen in the Japanese primary schools.

< Success and Failure >

Books eaten by insects.

In Laos, book boxes with about 120 picture books were provided to many schools where students did not have enough textbooks. After one year, research showed that in some schools, children enjoyed books in classrooms and school yards, but in others, book boxes were not opened and their contents were eaten by insects.

Some teachers were afraid that books from the central government were stolen or lost. Other teachers stayed away from the book boxes because they did not have experiences in reading books, did not know about them, or were too busy cultivating their lands.

< Points to Consider in Providing Books >

Teachers need to understand the importance of books.

Teachers (especially, principals) need to understand and like books in order for children to become familiarized with them. When providing books, teachers must be told the advantages of reading books and given training in reading books to children.

Moreover, we have to monitor the books and keep teachers' motivations high by counseling them and adding new books.



Jidokan
(Community children's center)

Jidokan is the institution where children can visit and



stay freely to play sports, the music and crafts after school and holidays. Library in this center offers an opportunity for them to become familiar with books.

Case Study: Children's Culture Center(CCC), Children's Education Development Center(CEC)/ Laos

ccc

There are few classes on arts, music, physical exercise and club activities at primary schools in Laos. There have been several private community centers run by Lao people who wanted to provide art activities. As a NGO has planned similar project to these private centers, they supported to set up four other Children's Cultural Centers under the governmental administration. They spreads throughout the country.



In the center, primary school children come to draw pictures, sing songs, practice traditional dance and make handicrafts after school and weekends.

Every center recognizes a library as its main activity. You can find children reading books, telling stories to their friends and younger students, and playing *Kamishibai* at library. Children sometimes make a play of a folk tale and perform them.



Secondly and high school students also join the center as volunteer staffs. They go to neighboring villages to perform story tellings, songs, plays and games; this is a good chance to train them as future successors of reading activity.

The task of centers is to increase the awareness of staffs to books and to improve the number of users with the condition of less number of books in Laos. Some centers have already had successful outcomes that they have produced story booklets written by children; they expect that centers help to find young writers.

They feel relaxed to read; a baby is sleeping while reading.(CEC)

Voices of Library Users in 2000

"I have been a member of the library since I was 12 years old." (18 year-old student)

"I always enjoy reading through being happy or sad for the characters in the books. I would like to be writer in the future."

"When I have time, I always go to the library and study math and other subjects. My academic grades improved." (9 year-old student)

"I did not expect that I can read so many books in my life." (Teacher)

Do you like activities at the Children's Culture Center: CCC?

"I have made many friends from different places." (4th grade student)"

"I always draw pictures using the many colored pencils at CCC." (5th grade student)

"After my younger brother sang a song he learnt at CCS for me, I started going to CCC." (4th grade student)

"I cannot imagine what I would do if there was no CCC. I have the confidence to express myself now." (7th grade student)

Katei Bunko
(Home library)

Katei Bunko(home library) is one form of the private libraries, which open their houses to their neighbors. This is popular in Japan. It is opened mainly to children and operated by volunteers. Some *Katei Bunko* work closely to community libraries.



Case study: Sithanh *Bunko*, Laos

This library is opened at the private house of Mr. Sithanh, a primary school teacher. He did not arrange a special room for the library but used ordinal room where his families usually stay. It was opened daily from 8:00 to 21:00 and all family members, including his children at secondly school, welcomed their users in turn. Children visited to enjoy story tellings and *Kamishibai* and adults visited to read practical technique books on farming and feeding.

He told the reason of establishment of library that he wanted to set up one, which villagers can use any time.

He recognized the importance and fun of reading when he organized story telling to children. This experience is his starting point of his library activity. He wanted adult to read books, too, though the opening hour of school library is not suitable for them. Then, he came to learn about Japanese *Katei Bunko* and got an idea of Sithanh *Bunko* from it. He rode his bike to bring books to the temple for the delivery service to the mothers in the community.

Recently, he received funding support by foreign government, which heard its good reputation, and built a new concrete library. Book collection is also supported by NGOs. He and his family are still living in his high-flooring house.



Outside view of *Bunko*(left). Librarian s house behind *Bunko*.



Inside *Bunko* (home library).

Librarian s children helping their father

Community library

Construction plan of community library

Construction plan depends on the budget, place, conditions of construction and the purpose greatly. For the community library for Burmese refugee camp in the Thai boarder, construction period was two week. Because youth and adults are expected as target users as well as children from preschool to primary school, library was designed to have large room for children, small room for adults and administration office for librarians.



Conditions of construction were as follows.

- * In principle, bamboos and eucalypti should be used as construction materials, because concrete buildings are prohibited by the direction of Thai government.
- * Skylight, which is made of plastic board, would needed to be installed on the roofs to have better lighting because of no electricity.
- *Restricted space would be available for library because of high density of refugee camps.
- *High-flooring house would be suitable to control high humidity and ventilation. Traditional Karen construction style should be taken to the design of the library.

Interior design of the library

Community library needs to be open to all local community members. But, as a general conception, libraries are usually considered as the place for educated people. Thus, you need to make efforts to keep people, who think they are illiterate or not educated, using libraries.

When you make the interior plan, you have to put yourself in user's place. IN this point of view, following points are important to be concerned for the better interior plan.

- * Make clear and wide view at the entrance
- * Obstruction of eyesight makes people felt being put into a small place.
- * Do not put big or tall objects at the entrance.
- * Display books to be taken by users easily.
- * Display as many title covers as possible.
- * Keep the depth of bookshelves from 12cm-15cm, so that users can take books easily.



where early child is able to take books.



Hang books for a display.

Incident 1. Buildings

The floors of stilt houses need to be strengthened. Since many children visited the libraries built in the refugee camp during the first phase, floors made of bamboo needed repair only 4 days after the opening. Children s rooms especially need attention because children often jump and run in the room!

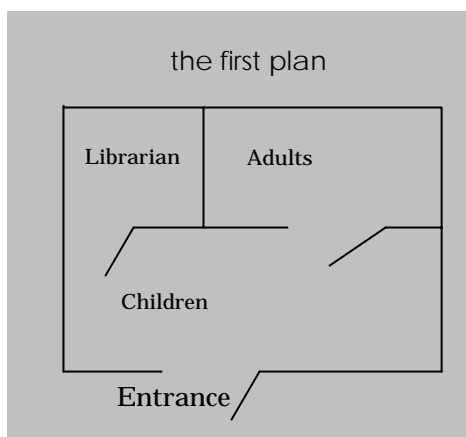
Incident 2. Newspaper Clay

By using old newspaper, water and flour, we made newspaper clay. We used flour instead of glue is because we are worried about the condition of the children s skin when they play with the clay. However, people are uncomfortable with using flour, which is food, for clay.

- * Consider a color of the wall; white or light color make people relaxed, and dark color make room gloomy to the contrary. Children do not always like vivid colors.
- * Make every room interesting.
- * Make atmosphere of library joyful, not strict.
- * Use wooden bookshelf more than steel one; wooden one creates warm tone.
- * Use unique furniture to attract users.
- * Think anything you can do without budget; you can make a bookshelf from a scrapped blackboard and a carton box; you can display books, hanging with rope and wire, with decorations by local natural materials like twigs and fallen leaves.

Improvement of interior design

The first interior plan of Burmese refugee camp library was planned as shown in the left below. Considering the fact that some adults felt hesitated to Children’s room while story telling and *Kamishibai* when visiting their room, they changed it to the right design in the next year; the number of adult users was drastically increased.



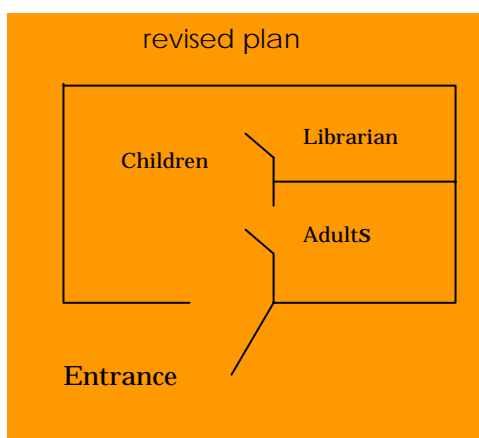
Children s room



Adult s room



Librarian s room



Incident 3. Libraries before Exam

After opening the libraries, many children and youth use the libraries. However, since these books in the libraries are enjoyable for them, they just read and did not study for their exams. In this situation, school teachers asked us to close the libraries during exam periods. Since it is important for the library to have good relationships in the community, we decided to close only the children’s room for one week during exam periods.

Incident 4. Children Selling Picture Books

When floors were made of bamboo, there were gaps in the floor. In the refugee camp, children dropped picture books through these gaps, as other children sat under the floor of the stilt house to receive them, after which they sold the books.

However, since all the books at the libraries have a library on them, adults who noticed this returned books. Therefore, stamping is recommended.

Mobile library

Mobile library service is a one of the reading promotion activities that provides an opportunity of reading to children who cannot visit a library often. You will bring books, organize a story tellings and lend books by means of transportation. Type of transportation will be adapted to the road networks and the transportation system of each country.



Library car

Examples of mobile libraries

Library car

Library cars, which are remodeled from minivan and 4WD car, are popular in relatively developed countries like Thailand. These cars are installed bookshelves inside and left them open when they get to the destinations. The advantage of library cars is an ability to provide library service for remote and inaccessible areas. Children come to find a car easily with pictures on the cars.



Library box

Library box and library bag

Even with no space for a library, you can provide library service with library boxes and library bags; you can organize library activities in communal place of many schools with fewer budgets. For instance, they visit schools with library boxes on the motorbikes and bicycles in Cambodia. Library bags are popular in Thailand. They can use limited space effectively with hanging library bags on the wall. Also, library bags are well designed to show cover of books.



Library bag, which is designed to show front cover of books

Circular library box

Circular library box is a familiar form of the mobile services in countries that apply cluster school system. Books and a box are installed in the main school; then box is circulated among satellite schools. The advantage of this system is to provide equal service to all schools, not only for the main school and a certain school.



Children enjoy singing at beginning.

Preparation for mobile library activity

You need following preparations before starting mobile library activity.

Implement a needs assessment to identify the locations of vulnerable areas, such as remote and inaccessible areas and slums.

Decide the target area and group.

Have meeting with local community, local government, schools and nurseries to coordinate detail operation, such as frequency, opening hours, opening days and venue.

Make a book list to prevent missing books.



Staffs are looking through borrowed books at a school mobile library.

Services of mobile library

Although each mobile library services are slightly different from its target, basic service can be recognized as follows:

- * Introduction of librarian and organization
- * Ice breaking games and songs
- * Story telling for target aged people
- * Puppet Theater, *Kamishibai* or Panel Theater of children's familiar stories.
- * Introduction of the picture book that was played in the theater for children to have interested in reading.
- * Reading time
- * Monitoring of book conditions and missing books (for school and nursery)

Delivery library service

Case study: secondly school students, Laos

Students who visit libraries at secondly schools and Children's Cultural Centers visit local markets, other schools and villages to provide library services, such as story tellings, playing *Kamishibai* and lending books. This brings the opportunities to have books for those who have had no experience to see books before, difficulties to visit library because of their age and no information where they can get books.

For students, they have been able to develop self-confidence through this volunteer work.



Students lending books to community people



The mistress of the rice shop looks forward to delivery library service



2-2. Display and classification of books

Display and classification of books help users to find their target books easily at library. If users have difficulty to find them, they may not come to library again. Well-organized classification also helps librarians with smooth lending service and the better management.

< Classification of children's books >

Children's books require different concerns and devices from ones for adults in displaying them. Good classification is the first step for children to be familiar with books. Also easy and clear classification for children bring the effects that they can put books back properly and can find their favorite books easily. This section shows examples for the basic display of children's books.

There is the degree of difficulty for children's books from infants with few words to junior and senior primary students. Difficulty of books is recognized by which grade of students can understand the expressions. You do not have to draw a line strictly, as children's development will be different among individuals and they are even fun to learn new words. You can divide into several categories roughly: for infants, for primary school children, etc.

The most important point is to arrange books at the height of children's eyesight. You should put infant books in lower part of a bookshelf and those for primary school children at higher part, so that they can reach books easily.

< Classification of adult books >

The Dewey Decimal Classification, which was created by Melvil Dewey (1851-1931) in 1873, is the best method of classification of adult books. Once you get familiar with this system, you can guess where your target books are even in foreign libraries.

< Example of the Dewey Decimal Classification of Burmese refugee camp libraries >

1) Operation period: 1-2 years

Number of collection: less than 800 titles

Books are arranged by linguistic classification: Karen, Burmese and English. Newspaper and magazines are set aside of this classification.

2) Operation period: more than 3 years

Number of collection: more than 800 titles

Books are arranged by the Dewey Decimal Classification and put colorful stickers on the spine of books in accordance with the classification. Users can recognize where their books and colors of their classification are from the classification chart and find them from the bookshelves by stickers easily.



Familiar character of a book is welcoming users.

Example of classification at Burmese refugee camp library, based on the Dewey Decimal Classification



List of classification written in Karen



Books classified with the way Decimal Classification.

No	Classification	Color of stickers
000	Generalities	Red
100	Philosophy, psychology & religion	Orange
200	Geography & history	Yellow
300	Social sciences(politics,economics & law)	Light green
400	Natural sciences & mathematics	Green
500	Technology (Applied science)	Light blue
600	Industry(agriculture, fisheries & commerce)	Blue
700	The arts & sports	Pink
800	Language	Purple
900	Literature & rhetoric	Brown

Why display and decoration are necessary?

Display is an opportunity to announce what a library have done and what it is planning to its users. Watching books and arts in a display, children become interested in reading books and active to participate cultural activities at a library.

Moreover, interior decoration is effective so that atmosphere in the library will be softened, and the library will have familiarity. Children may feel accepted and fun to visit library when you decorate library with art crafts made by children at the cultural activities.



New arrival books

< Example of display >

New arrival books

Display of new books is effective to introduce what kinds of book are added to the library to its users. Also, display of front covers is possible to bring a chance for users to try a new genre.

Theme exposition

Theme exposition is to display books chosen from the collection by one specific theme. Theme can be selected from various topics, such as annual events (ex. New Year, Mother's Day, etc.), season (ex. rainy season) and character (ex. bear hero, magical story, etc.). Through these exposition, children can think seasonal event more deeply and broaden their imaginary world by learning more information.

Recommendation of Books by Librarian

Librarians creatively set a corner of recommended books. If they display books with some commentary, users may think about reading books that they were not interested in before. It is essential that librarians use methods that introduce books to library users.

Example of themes

Animal
Biology
Science
Transportation
Physical Science
Folk tale, and so on.

Special exposition

Library can be opened for the exposition not only to introduce books, but also to display excellent arts like drawings and poems at the contest in the community. For example, Burmese children exchanged their drawings with Japanese children and hold the art exposition. Impact from outside of the community affected them, so that they replicated and criticized drawings. Special exposition may attract those who are not interested in library, too.



< Example of decoration >

Children's drawings

You can display children's drawing on the wall. They become confident and more careful to draw a picture when you ask them to put their name on it. If you rotate them with a certain period, children visit library with waiting for their drawings displayed.



Origami (Folding paper)

In making *Origami* for decoration of library, you had better tell children so beforehand; otherwise children would bring them home and you would not have enough materials. Looking at children's works, parents can recognize how much their children develop their skills. You can decorate them in various ways; putting them on chart paper, hanging from ceiling and entrance, etc.



Handicrafts

You can also display handicrafts made of twigs, plants, stones, paper and newspaper. Difficult and beautiful objects by adults will be the models for children's works.



A librarian displayed Christmas books using a branch found in the schoolyard.

Incident 5. Pictures of Christ

Many Karen people in the refugee camps are Christian and many librarians are also Christian. One day, a librarian put a picture of Christ in the library. Since there are Buddhists and Muslims in the camp, a staff member told him not to put anything that represents a certain religion and asked him to take down the picture.

3. Librarian

3-1. Librarian's task

<Main tasks of librarians>

Tasks within a library

- Setting of activity idea
- Selection and collection of books
- management and keeping of collection
- Lending service
- Instruction of using library
- Introduction of reading
- Reference service that provides information about books, which users look for
- Opening cultural activities and events
- Service to audiovisual handicapped persons
- Public relations
- Display and decoration
- Management of facility

Tasks outside a library

- Cooperation with educational institution: long-term lending, mobile service, etc.
- Mobile Library
- Participation and cooperation to community events

Four necessary elements for librarians

Knowledge of books

Knowledge of Classification System

Understanding of children: children's interest, ability of reading, way of thinking, language, imagination and understanding

Skill to connect users and books: story telling with and without books, reference service, etc.

Understanding the status of minority and arrangement of equal reading environment for them

What is librarian's task?

There are three important elements for a better operation of library: 1) building, 2) material resource or books, and 3) human resource or librarians and teachers. Human resource is the most important among three for reading promotion. Even if there are enough space and books, poor service by inexperienced librarians would make a library unfamiliar with children and adults.

Thus, to organize reading promotion for children, librarians need to read all picture books, so that they understand their interest by themselves. The interest of books, which children feel by story telling, greatly depends on whether librarians understand the story and convey its fun to children.

On the other hand, librarians need not only to lend books, but also to learn the information of books and provide it to adult users in accordance with their tastes. Keeping equal reading environment for all community members is one of the important tasks of librarians.

Nature of librarians for children

Library is one form of the educational institutions. You need to pay educational attention to children more carefully than to adults. Therefore, librarians are required to have tolerance and flexibility to understand not only books, but also children's development and their social environment, so that they can provide quality reading promotion programs.

Librarians play a role that connect children and books and tell fun of reading. Operating effective reading promotion activities, which encourage children to visit library and to learn new information, is important task for librarians.

Lastly, here are examples of nature of librarians for children in Japan. Although there are cultural differences in communicating to children from each country, they are introduced as follows:

< 10 favorable nature of librarians for children >

Smile

Remembering children's names; children feel happy to be called their name and have good impression to librarians.

Listening to children carefully; librarians never talk much and listen to them seriously.

Treating all children equally

Pay attention to children's stories and action; librarian must not consider children's action as childish.

Finding children's strong point and praise them

Never speaking ill of something/someone

Apologizing immediately to children in making mistakes

Showing appreciation to children's assistance

Having a spirit of humor

(introduced by Hiroshi Shishido, the 9th training course for librarian for children)

3-2. Training of librarians

To understand idea and purpose of library activity and to learn skills for reading promotion are the first step to become a librarian. Both theory and practical skills are important to provide quality library service.

Prior Training for librarians

Librarians need to comprehend at least following five duties and information before starting their job; otherwise they would not know what to answer to user's question.

1. Summary of library's function and librarian's duty
2. Basic instruction of library (open days, open hours, basic rules, etc.)
3. Procedure of lending service
4. Registration of books
5. Basic skills of reading promotion for children

In-service trainings are also needed to acquire and apply new skills. Repeated trainings and practices enable librarians to operate quality and experienced reading promotion activities.

In-service training

In-service training is provided to librarians who are actually working as a library. Librarians have to learn more skillful knowledge, so that they could offer a better service to users. Hence, it is necessary to have a regular training for improvement of knowledge and skills.

In-service trainings also have an effect to encourage librarians, who become stereotyped and spiritless after a certain period of work, to look back the meaning of librarian and their recent activities.

You can organize a joint training among neighboring libraries. This is effective to make library activities more active by exchange participants' ideas and opinions to each activity report.



Workshop on the picture book on children's right

< Example of a prior training, Burmese refugee camp library >

Day 1 Theory

- Function and role of the library
- Task and role of a librarian
- Children and Reading, importance of imaginary world to children

Day2 Theory

- Mental development of children and suitable treatment of them as a librarian
- Selection of books: its significance and key points for selection of quality books

Practice

- Story telling without books
- Story telling with picture books
- Kamishibai* (Paper-theater)

Day 3 Practice

- Practice the skills learned in the Day 2
- Lending service
- Concrete flow and work contents at library during a day
- Cultural activity at library

Incident 6. Taking Home Materials from the Library as their own

At each library in the refugee camp, stationary and tables are provided. However, some librarians brought these materials home to keep. In order to prevent this, it is important for organizations to discuss this with librarians during training and keep records about the materials in each library.

In case of the librarian's resignation

When the librarians resigned by a certain reason, you can recruit the new person. New librarian needs to have the basic training; otherwise the more librarians leave the library, the poorer quality will library service have.

On the one hand experienced librarian can instruct the new librarians with the on-the-job training, when the library has more than two librarians; on the other hand library with one librarian need to prepare the written manual with the original rules of the library so that new librarian could succeed in easily.

Example of In-service training (Burmese refugee camp library)

	Subject	Main contents
1	How to mend books	Learn the skill of mending books in accordance with parts of books: spine, inside of books and so on.
2	How to make handicrafts and puzzles from newspaper	Learn how to make recycled toys and handicrafts from newspaper and cartons.
3	How to bind books with needle and thread	Learn how to make local books by hand-bookbinding. You can make unpublished writings one of the library's collections.
4	How to make and play Paper Puppet Theater.	Practice to make and play 2 types of Paper Puppet Theater: Rolling-paper style and Box stage style (See p.73)
5	How to make and play Panel Theater	Learn the method of Panel Theater, which uses characters put on the board with sandpaper or Velcro.
6	Songs and games for group	Learn and practice the method of singing folk songs and games in group.
7	How to make <i>Kamishibai</i>	Learn history and advantages of <i>Kamishibai</i> and how to make it
8	How to make paper from local materials	Learn the skill of making paper from local plants such as banana leaf and trunk.
9	Localization and revision of textbooks	Learn how to revise textbooks that are used in the camp, so that it can contain relevant topics for their daily life, such as diseases, health, life style, nutrition, future dream, etc.
10	How to use a mimeograph	Learn how to use a mimeograph without electricity and how to apply it to the activity
11	Making library newspaper	Learn some tips for making library newspaper: lay-out, title, selection of topics and so forth.
12	Current publishing sector of children's books in Thailand	Lecture by experienced persons who have been engaged in publishing children's books in Thailand
13	Picture books for infants	Learn the feature of infants and the way of reading books for them at library.
14	How to make a handmade collage picture books	Learn how to make a collage picture book, which is made by cutting and pasting newspaper and advertisement.
15	Workshop on the idea of power of living	Learn how to study, manage self control and communicate with other people.
16	Classification of books	Learn and practice method of the Dewey Decimal Classification.
17	How to apply the book about children's rights	Learn what is the concrete children's rights and understand the contents of the book.
18	Decoration of library	Learn how to make and display decoration materials with children
19	Copyrights of children's books	Learn basic idea and importance of copyrights of foreign picture books

3-3. Training at teacher training school

Teachers are required to obtain the knowledge of reading, the skill of reading promotion and the skill of library management at school.

For example, prior workshops have been organized for teachers, who were in charge of school library, in Laos. Teachers could bring books back to their library after the workshop. They were also asked to participate the second workshop after 1-2 years operation. It was difficult for local schools to organize such workshops without any financial support by support organizations. To develop human resource for library service without any funding support, support organizations recommended that this training were to be provided to students at teacher training school.

Therefore, following issues were taken into consideration.

- (1) Training librarians and teachers, who are interested in library activity, as a trainer of reading activity
- (2) Creating new subject on reading promotion in the curriculum
- (3) Developing the textbook on reading promotion

Those who are supposed to be trainers of reading promotion attended the lectures with other students in the first year, studied and applied method, and became an assistant of a seminar professor in the second year, and became a trainer of reading promotion in the junior year. Then, they joined as a member of textbook development in the senior year.

There are two types of license, primary school and secondly school education, and various courses to become a teacher: ones for those who finished secondly school education or high school education. Currently reading promotion lesson is put in to curriculums differently from each school; some organize a short-term training, others do a half-year program, and the others do a whole year program. Lessons will be nationalized and put into school hours finally.



Exercising management of acquisition cards

Example of the textbook of reading promotion workshop in Laos

1. Importance of reading
2. Importance of library
3. Establishment of library
4. Distribution and registration of books
5. Library service
6. Proper treatment and repair of books
7. Collection of reading data
8. Reading promotion activity
9. Steps of action plan

4. Service and events encouraging users

4-1. Daily work of a librarian

A day of a librarian

The flow of daily work

What do librarians do during a day? You will see the flow of their work in two parts: before and after opening library.

Before opening

1. Arranging books in order and checking their condition
 - i) To make their spines face front
 - ii) To check whether children's books and adult books are not put together
 - iii) To check books which are put upside-down
2. Preparing for lending service
 - To prepare for registration book, registration card and stationery
3. Preparing for the picture book and *Kamishibai* for story telling in the morning
4. When being ready, librarians leave the entrance door open to let users to know its open

During operation

5. Say greetings to users – "Good morning!"
6. When children come with enough number for a reading activity, librarians start games and story telling as well as lending services. In case that there are not enough children during school terms, they use their time for mending books, making new reading promotion materials (Puppet theater and Panel theater) and decoration of library with children's arts. For example, Burmese refugee camp library plans weekly activities and use this spare time to prepare for these activities.
7. Make announcement of its closing time 15 minutes before it. Try to avoid forcing users to go out library immediately after the closing time.
8. Putting books, which a child was reading, back to the bookshelf with him/her together possibly; librarian can tell him/her the basic rules of library and encourage him/her to treat books politely by doing so.
9. Checking the number of users of a day and keeping working diary after it is closed
In the working library, librarians have to write about
 - Children's reactions and impressed things, words from the conversations
 - What they felt troubled and fun during the work
 - Request and problems in lending service
10. Arranging stationery and the working diary and locked library

< A day of the school library in Laos >

Some school libraries in Laos has full-time librarians, the others don't have ones; school teachers are working as a librarian in turn.

Example of teacher s work for a school library that has full-time librarians

7:30 Cleaning a library with students

8:00-8:50 Library activity (Library is used as a session.)

8:50-9:40 Library activity (Library is used as a session.)

9:45-10:15 Break

Opening library to all students for reading and lending books

10:15-11:05 Library activity (Library is used as a session.)

11:05-14:00 Lunch break

Opening library all the break

and 2 full-time librarians take their lunch in turn.

14:00-14:50 Library activity (Library is used as a session.)

14:50-15:15 Putting back returned books on the bookshelves.

15:15-16:30 Arranging books

Example of teacher s work for a school library that primary school teachers work as a librarian in turn

7:30 Cleaning the library

8:00-8:30 Opening the library Starting lending service

8:30-9:30 Class

9:30-10:00 Break (Some libraries are open and lend books.)

10:00-11:00 Class

11:00-13:00 Lunch break

Opening the library except teachers lunch time.

13:00-14:00 Class

14:00-14:30 Break (Some libraries are open and lend books.)

14:30-15:30 Class

15:30-16:30 Opening the library and lending books. Arranging bookshelves

16:30 Closing the library

lending service

Lending service is not a difficult task once you learn the procedure. You will be fun to do this service as you can introduce interesting books to users and hear their impressions of books they read. Here are examples of relatively easy lending procedures.

What are needed for lending service?

Collection notebook

Collection notebook is the record of all registered books at library. This notebook is very important to manage the collection. All books have serial numbers and never have the same numbers to others. Librarians have to put a note when the book are lost or destroyed.

Serial No.	Title	Author	Classification No.	Note
1				
2				

User's registration notebook

Users are registered to this notebook when they use a library first. Like the collection notebook, users never have the same serial numbers as the others.

User No.	Name	Sex	Age	Address	Date of registration	Note
1						
2						

User card

Each user holds and has to show the card, which has a record of his/her registration No. and name, when he/she borrows books.

Lending record book

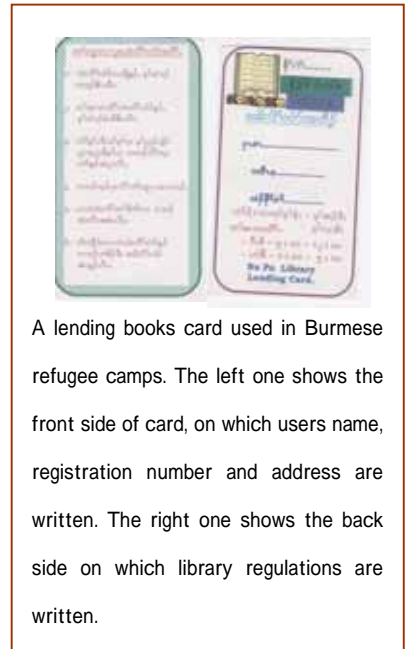
Librarians should keep name of lent books, user name and date of lent on the lending record book. They use user No. and serial book No. instead of writing their name, so that they can work smoothly at the busy time.

Date of lent	User No.	Serial No.	Date of return	Note
13-May	37	102	27-May	
16-May	69	53	30-May	

Bookmarks telling the date of return

Librarians give users a bookmark that are written the return date with books. This bookmark will be reused several times; they use the reverse side as well. The date that comes in the bottom of the bookmark indicates the latest one.

29-May
3-Jun
18-Jun



A lending books card used in Burmese refugee camps. The left one shows the front side of card, on which users name, registration number and address are written. The right one shows the back side on which library regulations are written.

Registration of collections

To put a sticker of the serial number on the back cover of books

To register the serial number on the collection notebook; new books have to be registered to the collection notebook and put the serial number on the back cover before lending, too.

To put "Reference only" labels on the books like dictionaries and valuable books. These books are also registered to the collection books, but are only for reading inside a library. Therefore these books are to be identified by different stickers on their spine. For example, reference books are identified with the black stickers on the spine in Burmese refugee camp library.

Incident 7. Lost and Stolen Dictionaries

After closing the libraries at the refugee camp, dictionaries were lost and stolen. Since many students do not have dictionaries, children who hope to study harder stole them. Some people broke into the libraries at night.

In order to prevent this from happening, dictionaries and valuable books are protected by a closed stack system, like in Japan. These articles and books are kept in a locked box in the librarian's room. People who want to borrow these books need to ask the librarian. This has reduced the loss of books.

Rule of lending books

There is no basic rule of number of books and period of lending. Thus, you need to set the lending rules before starting operation of library. When you make a rule, you have to consider

Example of basic rule of the library, Burmese refugee camp library

1. Make registration and User card before lending first time.
2. Each person is allowed to borrow up to two books for one week.
3. Bring the User card when borrowing books.
4. Do not lend books to other persons before return.
5. Pay equivalent cost for loss or damage of books.
6. Pay 1 Baht per day after 5-day warning in case of delay of return. (Baht: Thai currency unit)

the actual condition of library operation and develop the suitable one for local community. For example, lending is allowed only for a person who is above 12 years old in the Burmese refugee camp library. Children's books are not available for lending because of the few number of its collection. If children borrow books, librarians would face difficulties to organize a story telling and other reading activities. Provision of the leaflet of lending instruction at the registration will be useful.

Loss of books and delay of return

When you develop the rule of library, you need to think how to deal with the loss and delay of books because library books are communal possessions.

For instance, users have to pay equivalent cost for loss, damage and delay although other services are basically free of charge. The library will buy the same or similar books with the payment in the Burmese case.

Example of loss, damage and delay of books, Burmese refugee camp library

Case 1: Loss of a children's book

- Ask librarians to tell children the title of the book and that they are looking for the book.
- Ask teachers with their help to announce students about the loss of the book; there was the actual case that all books were returned after the announcement of the loss.
- Ask librarian to keep working diary about the situation when it was lost, title of the book, language (in Karen or Burmese) and number of books.

Case 2: Loss of an adult book

- If the same books get lost many times, librarians must keep these books as reference books—meaning they are unable to be checked out of the library.

Case 3: Late books for adult users

- Send a letter to let them the delay of return as the first step.
- Set the next deadline and ask them to return books by then; if they do not, ask to pay one Baht per day.

4-2. World of story telling

Story telling without any means

Story telling with picture books

Kamishibai (picture-theater)

Paper puppet theater, puppet theater, panel theater and apron theater

Story telling is classified into four types according to the methods. Librarians should acquire these methods in order to implement reading promotion.

Story telling is considered as the starting point of education.

This is because our first form of education is listening to parents talk after we are born into this world.

When babies listen to their parents, they feel a comforting safety and happiness, and feel that they are loved by them. In this calm situation, babies listen to many rich words in their mother tongues, learn words through practicing, and eventually enter the world of literature (book reading).

In the perspective of reading promotion, story telling is the action that a librarian or a teacher tell children folk tales or original stories with or without means like picture books and their own voice.

Story telling is very important among various reading promotion services. Effects of story telling are considered as follows:

Illiterate children can understand story telling.

Children come to be interested in reading the book that are played in story telling, so that children can improve their literacy.

Story telling connects children to books.

Story telling without any means

This method uses no means like picture books or *Kamishibai* but storytellers' gesture. Every ethnic has had oral folk tales before using written language. Stories by the aged persons tell us the wisdoms and ethics. Thus this can be recognized as the succession of the soul of ethnic and ethnic identity from storytellers to the listeners. This is the most effective way that people can develop their ability of thinking, imagination and creation by listening to stories directly.

* How to choose stories

- To select stories in accordance with target children's age
- To select your favorite stories; otherwise you will forget the story or perform with less expressions.
- To select stories having simple and clear story line
- To avoid stories having many characters and complicated story line
- To select stories having fun and short scripts
- To select stories having brief introduction of heroes in the beginning
- To select stories having universal themes
- To select stories having impressive climax

* How to remember the story

- To read the story carefully to understand its composition and atmosphere at first
- To imagine and memorize pictures of serial scenes
- To read loudly to memorize the scripts
- To read repeatedly to understand the flow of story line
- To avoid remembering story manually

* How to perform a story telling

- Not to speak in a high tone voice; calm tone is suitable.
- To speak slowly, not rapidly
- To make variation of voices
- To think the pitch of voice
- To show the feelings with rich expressions
- To tell stories with looking children's eyes and faces
- To use a pause effectively

Story telling with picture books

This method is telling stories with showing illustrations of the picture books. The advantage of it is encouraging children's motivation for reading as they become to interested in reading the book that are performed.

* How to perform story telling with a picture book

Position

- Stand or seated to have books being in front of children
- Hold books without hiding pictures and scripts
- Consider the height of children's eyesight
- Tell the title slowly and show the front cover clearly

Voice

- Speak loudly and clearly, not weakly
- Read stories beforehand. Do not perform without practices
- Do not be intoxicated with reading; and children would feel bored.
- Change voices in accordance with characters



Practicing story telling skills

Contents

- Hold the center of a book when it is opened, so that children can watch it clearly.
- Read a sub title as well. Do not skip any pages such as a sub title and a title page ("*Tobira*" in Japanese) because they also have important meanings for a book.
- Read slowly especially the first part of stories as they contain important information of stories, such as heroes' name, background and so forth.
- Do not put additional expressions.
- Indicate illustrations without hiding them if you want to do so.

Note: The page before the main story is called "*Tobira*" or the door in Japanese. This page is important to play like a door before children's entering the world of stories.

How to turn pages

- Turn pages without hiding illustration.
- Turn to the next page after you finish reading the scripts.
- Have some pause before turning a page when reading a short scripts.

Behavior

- Read with looking children's eyes and faces.
- Do not overact.
- Turn back to the front cover when finished the story.
- Memorize the story as much as possible. Try not to look to read the books.
- Think creative answer to children's questions. Do not say "I don't know."

How to practice story telling with a story book

1. Read whole story and understand its contents.
2. Read the story loudly.
3. Practice reading with thinking holding positions.

Kamishibai (paper-theater)



How to play

Kamishibai (paper-theater or picture-story show) is one of the reading forms performed like a play by storytellers. Storytellers can convey fun and attractions more than story telling by playing stories. Tables and stools will be helpful to perform *Kamishibai* stably.

Stand at the right side of *Kamishibai*. You can fall down your knee if there are a few children.

Read the title and author's name.

Put a hand on the front page, or audience-side page, always so that you can change the page any time. The page that you withdraw comes after the last page, or storyteller-side page.

Change tone of voices to play several characters by one storyteller. Playing with many storytellers make stories less interesting.

Think effective speed of changing pages according to the story line.

Make natural expressions to the scenes.

Do not make the same actions as characters do. Children cannot focus on looking at the illustration if you act like characters.

Finish the end of the story with saying "The end", in order not to destroy the world of story.

*Types of *Kamishibai*

There are two styles of *Kamishibai* according to the stories. Storytellers have to apply suitable performance to each type.

Story telling style: storytellers have no communication with audience.

Participatory style: storytellers encourage audience to join *Kamishibai* with saying the word or shout together.

Stages for Kamishibai

As the words describe, a *Kamishibai* (picture-theater) is a show using pictures. Because a normal show needs a stage, a picture story show with a frame stage made of wood is more enjoyable for children.

There are different designs for frames for picture-theaters.



The frame in the picture to the left can open its doors one by one. This attracts children to the picture story show from the beginning.

This picture below shows a wooden frame without doors used in a refugee camp in Burma. This type of frame is relatively easy to make, even in developing countries.



Wooden Frame for Picture Story Show (with pictures inside)



Back of Pictures.
(You can see pictures.)



Side of the Frame
Only the right side of the frame is open. You can insert and pull pictures one by one.

< Size of the Wooden Frame >

Size of pictures 38.5×26.5cm

41×33×5.5cm (Size of the Frame)

32.5×23 (Size of Window)

< How to Use the Frame >



Put the frame on the table and insert all the pictures inside. The storyteller stands in the back to the right to pull the pictures.



After reading the first picture, pull the picture out of the frame.



Insert the picture pulled first to the back.



The second picture shows. Read the text on the second picture.

Paper puppet theater, puppet theater, panel theater and apron theater

These are other means of story telling, which can make children attracted to the world of stories. However, you need to have permissions of publishing companies and authors to use the characters of the published books. Children get interested in folk tales very much with these forms as well as with *Kamishibai*.



Performance of rolling-paper style paper puppet theater

< Example of rolling-paper style paper puppet theater > (contents of the story)



Let's throw balls into the basket!
 Little mouse and little squirrel are throwing balls into the basket today.
 Pom-pom. Pom-pom. Pom-pom. Pom-pom.
 But, little squirrel and little mouse cannot throw balls well.
 "Can I join you, my friends?"
 Who came to join them? (Ask this question to children)



"Hello! Our dear nimble monkey and hopping rabbit!"
 OK, what happened to little squirrel and little mouse's balls?
 Then, someone came again; "Can I join you, my friends?"
 Who came this time? (Ask this question to children again)



"Hello! Our friends smart fox and raccoon!"
 Pom-pom, Pom-pom, Pom-pom!



*There is another scene with a bear and a pig.
 Well, well, our little squirrel and little mouse could throw balls into the basket?

(Turn out the paper with looking at children's reaction)



Wow! A lot of balls!!
 Hurray! Hurray!
 All played together and made it!

* Paper puppet theater

This is performed with paper puppets, made of wooden or bamboo sticks and paper. This is applied easily and one of the most popular methods for junior grades of primary school students. There are two styles of performance: rolling-paper style and box stage style. Here are general instructions of making and performance of both styles.

How to make a rolling-paper style paper puppet theater

Materials to be prepared: wide-long paper, color pens, disposable chopsticks and tape.



Draw picture on the 60cm-long paper. Fold into half and make the folded-side the bottom of the picture. You can also draw on the separate sheets of paper and glue them later.



Open once for the next scene.



Open again with telling the story.



Glue each end of paper and tape chopsticks on the both side of the picture firmly.



Tell the story with the same action until open the paper completely.



Roll up the paper to show only the first scene of the story.



Turn out to show the climax of story and finish the performance.

(source: "Waku waku Peipusato", Hikarinokuni)

How to make a box stage style paper puppet theater

Materials to be prepared: a carton box, rope, scissors, bamboo skewers, a gimlet, a cutter and packaging tape



Prepare one carton box.



Cut off the wings of top except front one shown in Picture



After the procedure



Draw the line as shown in the left and cut off the shadow parts.



After the procedure



Make slits as shown in black line in the picture.



Cut off the front shadow part.



After the procedure and



Fold to form like a box.



Fix with packaging tape.



Fix from inside as well. (Non-colored tape is better.)



Make a hole in the both side with a gimlet.



Put thread through holes.



Tie the end of thread together. This becomes the holder of the stage.



Make a hole in the both side of the front bottom part of the box.



Put thread through holes as the picture. You will tie these thread around the waist



Draw the story characters on the paper. Use vivid colors and put skewers point-side down to the pictures.



Draw illustrations both side of the paper so that you can perform many movements with one puppet.



Stick puppets on the box when you perform.



Put the puppets inside the box when they are not used.



21 Hang the stage from the neck.



22 Fix the stage with ting thread around the waist.

Let's make puppet theater of many stories!





* Panel theater

Storytellers perform with putting characters and background on the panel board with this method.

Performance of the panel theater



* Apron theater

Storytellers perform with an apron, which puppets can be put on and off with Velcro strap.

Apron becomes a fun stage for the story.



* Puppet theater

This is the play performed with the doll that The Puppet Masters manipulates. They express story line by the operation of the appearing dolls.

Puppet theater performed with puppets made of gloves.

How to improve the skills

Practice in front of the other persons is the best way to improve the skills of story telling you learned at workshops. Situation and atmosphere of the actual performance is different from the ones of practice by yourself. Children's reactions are also helpful to your skill development. You can learn their reactions, whether they like your performance or not, and apply them for the next performance.

Story telling hour

You can start story tellings after learning various methods of story telling. This section introduces some points in organizing story tellings

How to develop the program

Even if you have the certain books you have read many times, you should avoid reading them without any practice at the event. Prepared reading is the most important for the successful event. As long as you perform in front of the audience, you need to make the program of the event, so that you could practice reading books beforehand. It is better to prepare the substitution books in case of any change.



Children are listening to a story telling.

1. Standard time setting

Case 1: Kindergarteners and juniors of primary school student (4-8 years old)

Short period performance for 20-30 minutes, including greetings and ice breaking games, is suitable for the children of this group.

Reason 1: This is considered as the maximum period for children to focus on doing one event. Children may be bored, start wandering or go to toilets when you perform longer than 30 minutes.

Reason 2: Children will have a desire to watch the next story because the story finishes at the moment that children want to hear a little more.

Notice: Mind the speed of your speech to this group. Speak more slowly than what you think, or they cannot understand the story line and will become bored soon.

Case 2: Senior of primary school student (9-12 years old)

30-40 minutes of performance, including greetings and ice breaking games, is suitable for the children of this group.

Notice 1: Keep the end of sessions when you use schools to develop good relationships with teachers.

Notice 2: Change the plan flexibly depends on the proceedings of the event.

Case 3: Combination of various age groups

The performance for 30 minutes or so, including greetings and ice breaking games, is suitable in this case.

Case 4: Special events

When you have a special performance for the big audience, you need to develop the suitable plan according to the decided time. If you are asked to play for 60 minutes, you have to plan 60-minute program.

* The ages showed are for reference. Since the age of entering primary school differs according to country, we show ages, and not school year, here. However, please note that some children who are younger than the age shown can understand story telling better.

2. Development of programs

- Do not forget to put greetings and introduction in the beginning and at the end of programs.
- Choose suitable material by considering a rough number of people on that day.
- Decide the main story, which you want children to listen to in the event, by thinking target group, number of people, time and venue.
- Arrange other programs. Make contents balanced with various topics. Otherwise, programs usually tend to be too comical because storytellers want to make children amused.
- Start with easy programs, such as ice breaking games and songs. These events are suitable for the beginning of the whole session because of the following reasons:
 - 1) To make a fun atmosphere
 - 2) To ease the children's tension
 - 3) To make children felt familiar with storytellers
 - 4) To make unity of audience
 - 5) To be useful as introductions and recreations
- Finish the program in happy feelings as much as possible, so that children would feel to join other events.
- Do not arrange too many events. Consider the audience or children first and arrange select the best contents for them. Story telling is for children, not for the organizers!

Example of the program for seniors of primary school student (40 minutes)

- 1 Opening greetings (2 minutes)
- 2 Ice breaking game (3 minutes)
- 3 Story telling of a short and fun picture book (6 minutes)
- 4 *Kamishibai* (10 minutes)
- 5 Main event: Puppet theater (15 minutes)
- 6 Introduction of titles of each story telling and Closing greetings (4 minutes)

3. How to select a suitable book for story telling events

- Quality books are not always the suitable books for story telling events. You have to choose books that all children can recognize the illustration from a distance. It is also better to avoid using the books that are in small shape, have complicated illustrations or too many scripts in a page.
- Choose books having a relative topic when you organize a story telling for the special events like New Year. For instance, seasonal stories are popular at story telling events in Japan: "Stories for Rainy Days: Frogs – they love rain very much."
- When you organize the event for combined age group, the first part of the whole program should be planed for the younger children.

4. Points that should be noted on the event day

Arrangement of staffs

Opening and closing by the main M.C. (master of ceremonies) makes the event well organized as a whole program. Without the main M.C., children will have less of an impression to the event as a whole.

Arrangement of the stage

Stage with a blank background is the best arrangement for story tellings. You have to make sure not to have obstructive lightning from outside in looking at picture books. Plain clothes are suitable for children's concentration.

- When you find that children do not focus on the program at the beginning, do some recreations and make a change before starting the main event.
- When you find that you may start the main event earlier than your plan, arrange the additional event in order to finish the whole program with the main one.
- You need to feel the children's reaction and change the way of story telling flexibly to attract them, if it is necessary.
- You should introduce the titles of books performed in the event, so that children can find them at library later.

The most important point of organizing a story telling event is to make audience fun and satisfied with it. As children's attitude is the best indicator to know their feelings, you can read their face carefully when you organize the events.

4-3. Library service for those who have difficulties to visit a library.

You will see what kinds of library service can be provided to those who cannot come to libraries in this section.

Children living far from a library

Mobile library: It is difficult for children to regularly visit a library with a 15-minute walk. Mobile library can provide library services to children under such circumstance by approaching with transportations. This library brings library books in the library boxes for remote schools and nurseries. Thanks to this service, children can read library books at school even though they cannot visit the library. For children who are not going to school in a remote village, it is possible for librarians to bring picture books and have story telling in the open air.

Children with disabilities

Cloth books: This type of books is developed for children having various disabilities. Every book is made by hand and has many functions to move their fingers with buttons and snaps, so that children can learn operative movement how to on and off the buttons, pull, tie and untie. This book helps healthy children to understand handicapped children with playing it together.

For example, all 25 libraries are installed cloth books in Burmese refugee camp. Starting with the cloth books, some teachers and mothers have established the working group to develop new books



The cloth book "How many they are?"



A child with a visual disability enjoys the cloth book

Illiterates

Participation to story tellings: It is possible for the illiterates to understand and enjoy stories by listening to story tellings and *Kamishibai* at a library.

Opening as a literacy class: Picture books can be the easy textbook for those who have started learning how to read and write. Therefore, you can open library as a literacy class and encourage learners to visit library to read picture book as their textbooks. In this case, you had better offer regular chances for them because they, the illiterate adults, are likely to feel ashamed to stay together with children.

People who are in bed at hospital and home

Delivery service: People can ask their wishing books to their place when they have a difficulty to visit a library. They can also choose ones among several books. Family members or librarians will read stories for them if they cannot hold books by themselves or have a visual disability.

Ethnic or linguistic minority

Making captions on foreign picture books: You can translate picture books in other languages into the target language and make stickers of translated story. By putting them on relevant scripts of the picture book, people can read the books in their language. You have to get the copyright of the authors beforehand to apply this method.

Publishing books: You can have collections of target language books by publishing books. You do not need a professional publishing skills; a mimeograph and hand-biding are possible ways to produce a book by librarians.

4-4. Cultural activities

Cultural activities are popular among children. For example, story telling, *Kamishibai*, drawing, singing songs, dancing and playing games are considered as reading promotion activities and useful tools to encourage children to come to a school library in Laos. Plays and puppet theaters based on books are fun for both actors and audiences. These activities also make children, who cannot read by themselves yet and do not have interest in reading, attracted to books. Also, children can develop their abilities of self-expression, cooperation and self-confidence through these activities. You can organize them as a part of the session during a class.



Children drawing at library

4-5. Events related to library activities

There are various activities for the purpose of disseminating the idea of library activity to the society and exchanging opinions among libraries for the better operation.

In this section, you will learn the case study of Laos. Under the booming consumption in the capital city, on the one hand schools can have more books, on the other hand, people are likely to have material-oriented lifestyle like Thailand, the neighbor country. It becomes difficult to tell the importance of reading books in this situation.

Competition of *Kamishibai*



Various applicants participated in the competition

importance of cooperation, and the others expressed themselves as if they were mischievous chicken.



In the performance competition, one secondly school boy bursted into tears from full of emotion. Participants were able to have confidence to perform in front of the large audience.

Book festival

Book festival took place in the institution where teacher's training center and children's center are standing together. Children, parents and teachers could get to be familiar with books by enjoying various programs, such as the play by children, *Kamishibai*, story telling, and so forth. The spot sale, which took place at the same time, was also popular among visitors although Lao people did not have a habit of reading and less book shops in the country.



A girl playing as a old lady with a stick



A group was telling the importance of healthy diet by *Kamishibai*



Visitors could talk with monks in this section.

Book party

Secondly school and high school students in the capital city were invited to the publication party. The author introduced the book and students, who had interested in, bought it in the picture.

TV and radio programs

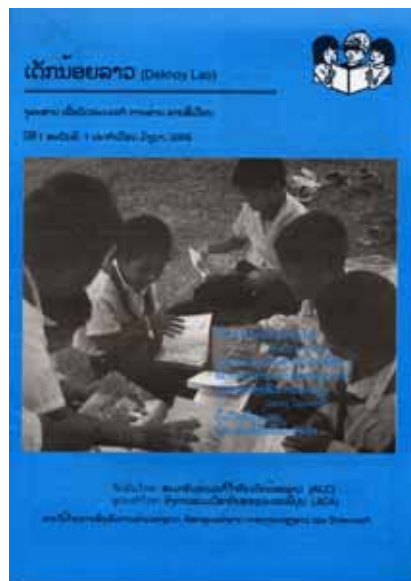
This can not be called reading promotion events exactly, but some programs have provided quality programs that writers told their books or good storytellers read books. Children could read books in some radio programs. Many households have had TV in Laos although they like Thai programs better than Lao national programs.

4-6. Information magazine

Information dissemination by magazines is one of the ways for reading promotion. For example, a NGO has published the library magazine and distributed to schools, institutions that have a library and the district educational bureau in Laos. Magazine consists of following topics: stories and essays by children, new arrival books, story of other country, Lao folk tales, announcement of competitions, report of good case study of reading promotion and quizzes. Contents are also arranged for all target groups: children, parents and people who are engaged to educational sector.

Schools use the section of stories and folk tales in the classes. By offering the opportunity to present children's stories and essays, magazines can foster the young talent as well.

Children's cultural centers may possibly publish their own magazines. They help centers to raise their fund by distribution as a tool of the publicity and by selling in the events.



"Deknoy Lao" is one of the reading promotion magazines by the NGO called ALC

<Table of contents in one issue>

Poem

"The Glove": Ukrainian Folktale

Quizzes raised by readers and answers of previous issue

An interview to a heavy reader

Essays on the impression of books

Answering questions raised by children

A letter from a child "You should not do this."

Children book festival

Evaluation meeting on school libraries

Seminar on Kamishibai

Lao folktales

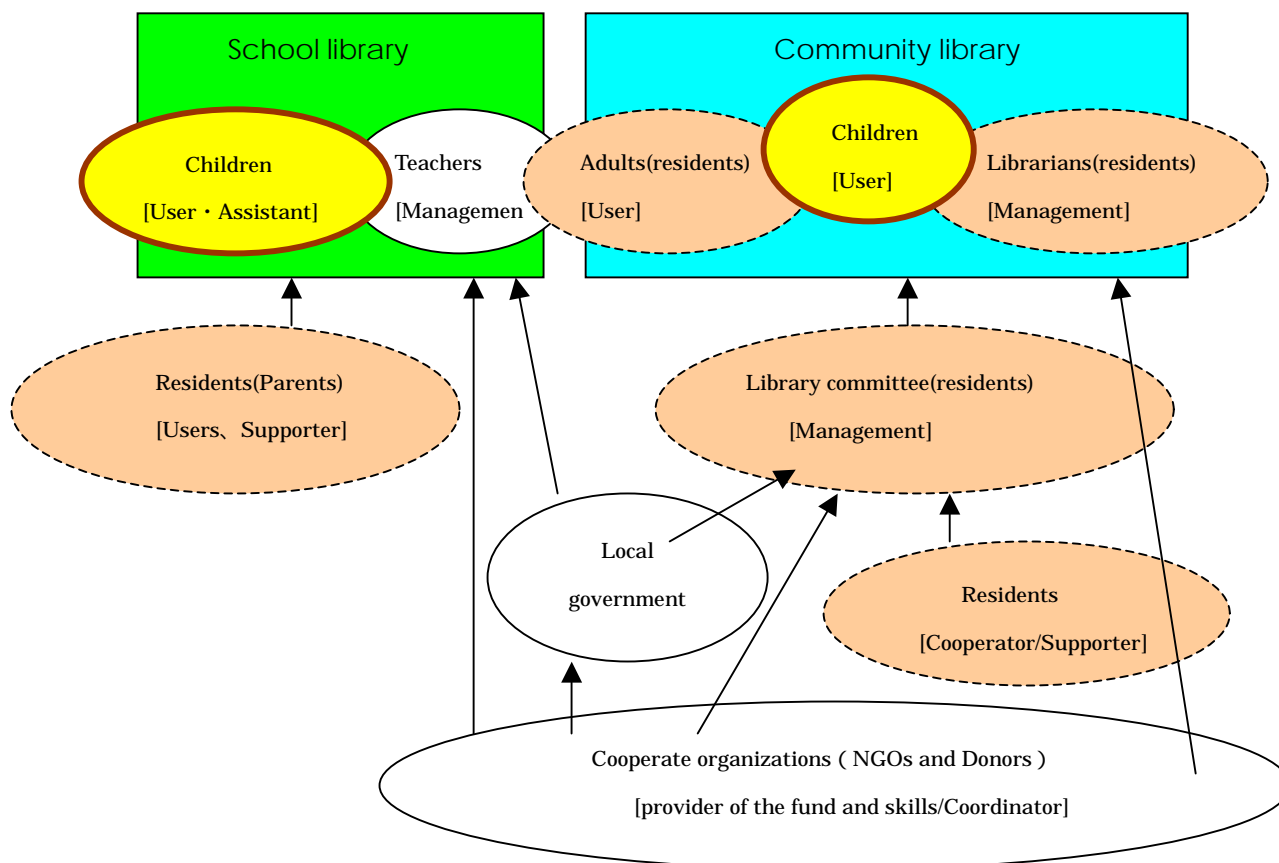
Temple festival

Do you know this: clothes in folktales?

New book: "Life of Ghandi"

5. Management and participation of children and community

People in the community are key players and supporters of library management as well as the users.



Performance of folk tales and songs by aged persons

5-1 Opening library to public and community participation

Why they need to be involved to library activities?

Communication activity and succession of traditional culture were mentioned as three functions of the reading promotion in the theory part of this manual (Section 3: Tasks and functions of library, Part 2.)

Active participation of community to the library events is indispensable for the communication activity, which needs people's exchanges. Like the example of the refugee camp, you can ask the talented persons, who have the traditional skills and techniques, to the activities because they cannot use these skills because of the current situation. The events that introduce their skills will help children to enhance their imagination and creativity, which are fostered by reading, and become good opportunities to succeed the traditional cultures.

How can we ask their participation?

At first, librarians and library committee members have to make a plan and identify to whom they ask their participation to which activity. Secondly, they start announcing the information to the community with library newspaper, announcement at schools and so on.

What kinds of activity can we organize with the community?

What kinds of activity are possible to be organized with the community? You will see the activities in the Burmese refugee camp as an example.

Case study : Story telling and songs without picture books

Some aged persons in the community memorize many folk tales, which have been succeeded from their childhood. To impart these oral cultures to children, story telling by local aged persons has been held every month. They have performed folk tales and songs there.

Case study : Making of *Kamishibai*

Kamishibai can be performed to tell stories to many children all together. The oral cultures by librarians and local residents have been developed as *Kamishibai* with the illustrations by local painters and art teachers in the camp. These collaborative works with local community and libraries have been coming one after another.



Local painter of refugee camp is drawing for the *Kamishibai*.

Case study : Making traditional musical instruments and the performance

The musical performances and the workshops of musical instruments take place in the camp library. At first, librarians find local musicians and craftsmen in the camp. Then, librarians ask them to make musical instruments and organize the regular musical workshops for the children who want to learn how to play the instruments.



A girl practicing the traditional musical instrument made in the camp

5-2. Participation of children and youths

Lending service by students

Lending service at library is considered as the children's participation in reading promotion activity. In the schools that teachers are in charge of library activities as well as their class, teachers actually cannot spare their time for the lending service. To solve this problem, children support teachers to operate library activities, such as lending service, arrangement of books and keeping library records in some schools. This activity can bring about their sense of responsibility and affection for books, so that reading promotion as a whole will become more active.

Volunteer work by secondly and high school students

Volunteers from secondly and high schools perform story telling and *Kamishibai* in the school libraries and children's cultural centers. They are expected to become the future key players of reading promotion activities. Some students have visited local markets and villages to perform story tellings and *Kamishibai*, and to provide lending service. (see Section 2-1: Various styles of libraries and school libraries, Part 3) Adults become to feel easier to borrow books through this activity by children.

Puppet theater by youth groups

There are many young refugees who have too difficult job opportunities to apply what they have learned after the graduation. Libraries have asked candidates among them to establish the performance group that can play puppet theaters for children. They have participated in the workshops on how to make and perform puppets and practiced performing them.

5-3. Participation of a community: library promotion to parents

For school libraries, educational administration has more important roles than local community does. Although there is the limitation of the means of participation, local community can cooperate in some ways. For example, community in Laos has helped libraries as follows:



The community made a bookshelf using an old, disposed blackboard.

PTA (Parents and Teachers Association) and School Committee have make bookshelves and decorated libraries as a part of their school maintenance activity for keeping good educational environment, such as repairing school equipment, making desks and chairs, planting trees, building a fence and so forth. Some graduates have decorated the library and exhibited the miniature of houses.

One community has reclaimed a pond for a library construction. In other school, the principal has taken initiative in raising 700 US dollars for the construction cost, which was mainly provided by support organizations, by the contribution of the community at the flower festival. The extent of the community participate in library activities depends on the principal's motivation because he/she is the mediator between the school and the community. Information sharing of these successful cases in the principal's meetings and monitoring reports is also significant task of the provincial educational department.

Some libraries in the two-shift-instructed schools have been considered as a nursery; children who have afternoon sessions come to stay at library in the morning and vice versa. Parents feel secure about sending their children and they can also use their spare time effectively. The parent's action that they allow their children to go to the library instead of working at home can be recognized as one of the community participations. Therefore, parental education is important for the library promotion.

In Laos, some communities contributed money and labor to renovate empty classrooms into library rooms after books were provided to schools. Moreover, after books were provided, adults who did not have the chance to be educated challenged themselves to the primary school graduation exams.

5-4. Rule of the library

Why we need the rule?

Library is the place where all people, either a child or an adult, feel free, but not all things are allowed there. Library is also the place for education. Children, especially, have to learn the rule of using communal property at library, so that they can apply it as they grow up. A certain rule is also needed for adults to protect limited number of valuable books.

Here are some examples of library rules. You can modify them in accordance with the situation of your library.

Community library

Combination of pictures and words is effective to explain the rule for children when you write to hang them on the wall. Followings are rules of the Children's room in the Burmese refugee camp library.



Library's rules are introduced with popular illustrations.

Rules of Children's room

1. Before entering the room, wash your hands with water in the tank at the entrance.
2. Read and treat books gently with your friends.
3. Do not fold or destroy books.
4. Do not write on the books.
5. Put books back as they were after reading.
6. Put stationery (colors, pens, etc.) back in the box.
7. Do not take the books that are not allowed to be taken at home.
8. Do not eat at library.
9. Make sure to put your own shoes when you leave the library.

Rules of Adults reading room

1. Complete the user registration before borrowing.
2. Keep number of books and deadline of return for each borrowing.
3. Do not lend the books to other persons without returning.
4. Do not cut pages, pictures and illustration of books.
5. Do not leave your children at library and go back to your work; library is not the nursery.



Children enter a library room leaving their baggage at the entrance

School library

In school library, you can put rules on the paper at the entrance and inside of the library. “All students are the members of this library”, in the case 1, means that the every students can use the library and are responsible to use it in a friendly manner. Most of rules are based on the universal ideas, but some are followed the local custom, such as “Take off your shoes” in the case 2.

Case 1 primary school

1. Do not make loud noises and voices at library.
2. Wash your hands before reading books.
3. Do not bring food and bags at library.
4. Do not glue or destroy books
5. Return books within three days.

All students are the members of this library.

Case 2 developed by full-time librarian at a primary school

1. Take off your shoes before entering the library.
2. Do not eat at library.
3. No not fight at library.
4. Put books back as they were after reading.
5. Return books by the deadline.
6. Treat books gently; do not make them dirty or destroyed.
7. Do not bring your bag at library.

5-5 Recording the number of visitors

Why we need the number of visitors?

You need to count the number of visitors per day for the better operation of the library activity. On the one hand, if you find number of visitors is getting decreased compare with one at the opening of the library, you have to think the reasons that keep people away from the library. On the other hand, when many users regularly come to the library, you can find that they are satisfied with the library activities. Librarians can be encouraged by the good result of these numbers.

This record is used only for the improvement of the library activity. So, you should be careful that the visitor’s number is not turned out to the competition among neighboring libraries.

Here are some cases showing how to record the number of visitors.

< Children's room >

In the Burmese refugee camp library, library prepares the basket with 2 cm²-large stones and the covered box with a small hole at the entrance. Visitors are to put one stone into the box at the entrance. Librarians can record the numbers of visitors on the monthly record book twice a day, morning and afternoon, by counting the stones.

However, some children put many stones at a time. Therefore, librarians have to instruct the rule of library certainly to children who visit the library first time besides their primal tasks like story tellings.

The way of counting the visitor's number at school

Librarians record the number of users every day. This is the basic record for the management and used for the donor reports. Following methods are applied in Laos.

Putting a seed in the bottle

Library prepares the bag with tamarind seeds and two empty plastic bottles at the entrance. Those who read books at library put a seed in one bottle; those who borrowed books put a seed in the other bottle. Librarians count the number of seeds and record in the notebook after closing the library.

Counting on the chart

Library prepares the chart for each grade at the entrance of the school library. Students add one line on the chart when they come. Librarians, or teachers and students, count the total number of the lines and record it in the notebook.



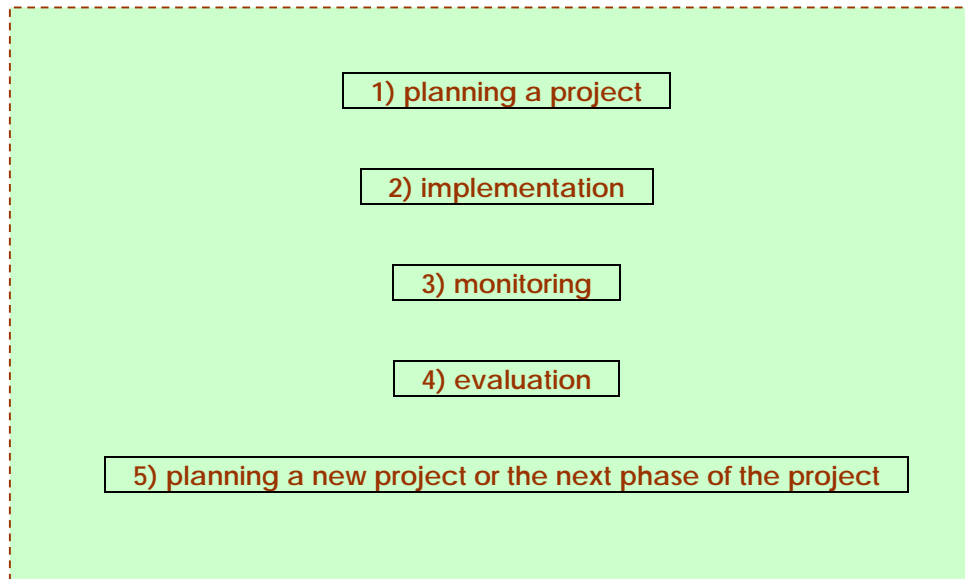
Girls put a straw in the red box and boys put it in the white one.



When children visit the library room, they put one stone in the pot.

Part4 Support by NGOs and donors

Roles of NGOs and Donors ---in Planning of Reading Promotion Projects, Monitoring and Evaluation



1. Project Cycle

The project cycle is the flow of a project explained as follows: 1) planning a project; 2) implementation; 3) monitoring; 4) evaluation; and 5) planning a new project or the next phase of the project. Hereafter, “project” denotes the project that supports the reading promotion in this part.

First of all, what is the definition of a project? Project is the undertaking planned to achieve the set goals within a certain budget and time period. A project has a start and an end; therefore projects will and have to be completed in a certain period. There are two reasons that projects needs to be completed in this fashion.

Firstly, limited resources need to be used effectively. For instance, once the set goal of reading promotion is achieved in one district, it is better to change the project site rather than to continue the activities in the same place and use the same financial resources. Secondly, NGOs and donors are supposed to leave the project area before long because they are outsiders. The main players of the reading promotion should be teachers, local community members and educational administrations; not the support organizations from outside. Continual supports by the support organizations may develop the local people’s sense of dependency to the support and ruin their dignity.

2. Reading Promotion Program as Educational Cooperation

2-1. Approaches to the reading promotion project

At first, you need to decide which educational sectors you choose for the project: formal education or informal education. Although you may find every sector has project needs, you have to choose one target sector from the restriction of the financial and human resources. The next chart shows the classification of reading promotion by various situations in developing countries.

Place, target group and management body of Reading Promotion Activity				
Sub-sector	Place to take place		Target age group	Management body
Preschool education	Library activities at kindergarten and nursery		3-5 yrs. old	Education department, Rural development department
Formal education	Library activity at primary school		6-12 yrs. old	Education department
Informal education	Public library		6yrs.and above	Information and culture department
	Community library	Local library		Local community
		Camp library		

Reading promotion in developing countries is implemented in the three Sub-sector: 1) preschool education (kindergarten and nursery); 2) formal education (primary school); and 3) informal education (public and community library). Other types of reading promotion, which are held at home or second and high school libraries, are not taken in this manual because these are not yet popular in developing countries. For example, there are not enough books in the market and too expensive to have books at home. Libraries at secondly and high school are also restricted to the wealthy population in the low-income countries. Difference between public library and community library in the informal education is the management body. Administration department is in charge of the public library and local community manages the other. Community library in the refugee camp is usually called Camp library.

Although general administrations of school library and public library are operated by educational department and information and culture department in accordance with the sub-sector, community participation and cooperation are also important. For community library, on the other hand, support and cooperation with administrative organization are indispensable.

Lastly, mobile library is not categorized in this chart because it can be applied to any types of library.

2-2. Situation of target area and approach of the support

The remarkable point which sectors you decide to choose for the project is the task of educational development in the target country, or needs of educational support. The following chart shows which reading promotion activity is generally effective to each 5 socioeconomic status: 1) emergency, 2) care and management phase, 3) post-conflict country, 4) transition economy country, and 5) educationally developed country.

Reading Promotion Activities for Education Development

Target country and area		Emergency	Care and management phase	
Case study in this manual		Thai affected areas by the Sumatra Tsunami	Burmese refugee camp, Thailand	
Issues and needs for educational development		Providing a secure place to stay	Access to education and information	
Prior areas for library activity		less supported shelters	Refugee camps and temporary houses	
Prior target for library activity		Play area for children	Community library	Primary school and nursery
Effective activity	Book	· Book distribution	· Publishing · Book distribution	
	Types of support	· Establishing children's playground · Providing learning materials and facilities	· Constructing a library · Providing learning materials and facilities	· Providing library boxes · Mobile library · Providing learning materials and facilities
	Librarian	Training of librarians	Training of librarians	Training of school teachers
	Human resource development for management	Strengthening community organization	· Establishing and training a library committee · Trainer's taining	· Trainer's taining
Counterpart		Community	Library committee	Educational committee/Nursery committee

1) Emergency

In the emergency stage, people are suffering from a natural disaster and a conflict. Firstly searching and lifesaving actions for survivors are conducted. Then, distributions of water, food, shelter and other necessary living materials are organized. Sheltering camps are constructed at the same time.

Post-conflict country	Transition economy country		Educationally developed country	
Afganistan, Cambodia	Laos		Thailand	
Improving quantity and quality of education	Improving quantity and quality of education		Abolishing disparities and improving education quality	
Rural farm villages	Rural farm villages		Urban slams, ethnic residential areas and remote areas	
Primary school	Primary school and nursery	Public library	Primary school and nursery	Community library
<ul style="list-style-type: none"> · Training of writers and editors · Building networks · Publishing · Book distribution 	<ul style="list-style-type: none"> · Training of writers and editors · Building networks · Publishing · Book distribution 		<ul style="list-style-type: none"> · Providing information about books 	
<ul style="list-style-type: none"> · Providing library boxes · Mobile library 	<ul style="list-style-type: none"> · Providing library boxes · Mobile library · Providing learning materials and facilities 	<ul style="list-style-type: none"> · Constructing a library · Mobile library · Providing learning materials and facilities 	<ul style="list-style-type: none"> · Providing library boxes 	<ul style="list-style-type: none"> · Constructing a library · Mobile library
Training of school teachers	Training of school teachers	Training of librarians	Training of school teachers	Training of librarians
<ul style="list-style-type: none"> · Trainer's taining · Building a network 	<ul style="list-style-type: none"> · Trainer's taining · Building a network 	<ul style="list-style-type: none"> · Trainer's taining · Building a network 	<ul style="list-style-type: none"> · Trainer's taining · Building a network 	<ul style="list-style-type: none"> · Establishing and training a library committee · Trainer's taining
Local(states, province and district) Education Department	Ministry of Education, local (states, province and district) Education Department and RuralDdevelopment Departmant	Ministry of Information and Culture and local (state, province and district) Information and Culture Department	Ministry of Education, local (states, province and district) Education Department and RuralDdevelopment Department	Community

Many children already felt a certain stress brought from trauma of losing their family members and friends and inconvenient life at the camp by that moment.

Therefore, the educational need for children at this stage is to have secure place to stay. NGOs and donors establish a playground in the sheltering camp. Library activity can take place in this space. There is an example of the earthquake affected area in Thailand by Sumatra Tsunami Disaster (see p14,15)

Local administrative organizations and local community groups are usually the counterparts of the reading promotion activity under this situation. You will operate children's playground with their support.

2) Care and management phase

In this stage, situation is relatively settled to the emergency period. NGOs and donors support for care of affected people and management of sheltering camp and temporary houses. For the case of natural disasters, this stage will be usually shifted to the rehabilitation stage soon; however, for the case of the conflict, refugees will continue to come to the camp as long as the conflict lasts. Refugees also need to stay under the unstable condition in the foreign country without enough access to education and information. Especially, the refugee camp that is completely isolated from outside community has the needs of information access.

Therefore, needs of reading promotion for this stage can be identified all sectors, that is, in the informal education (community library), formal education and pre-school education. Community library is recognized as two types: the camp library in the refugee camp and the community camp using a temporary housing in the natural disaster. Needs for community library could be increased until formal education start operation in the both situations. Even if schools and nurseries are restarted, needs for the community library would still high in case of the low quality of the formal education. In this sense, reading promotion support to primary schools and nurseries is one of the effective approaches.

3) Post-conflict countries

The educational task of these countries is to increase the number of primary school enrollment, that is to say, to improve the quantity and quality of education. Improvement of education quality is crucial to keep children coming to school because parents are likely to make their children work for the family if the education quality is poor. Reading promotion can be the effective method for improvement of education quality. In this situation, government would prioritize schools over community libraries in the educational policy.

Therefore, needs for educational support in this situation is reading promotion activities at primary school. Provincial or district education department will be the counterpart of the project. However, as reading promotion is usually not included in the government's educational policy paper, you have to encourage these educational local governments and the ministry to understand the importance of reading promotion at primary school. Pilot project of community library, which is implemented by NGOs and donors, can be effective strategy to demonstrate the effectiveness and impact of reading promotion before starting the project to primary schools.

For the implementation, you need to do everything, from training of writers to distribution, to publish books by yourself because of the lack of resources. You have to organize the workshops for

teachers and librarians and provide material supports, too. Regarding the target area, remote villages need more support than urban areas because many supports are inclined to be carried out in urban areas.

4) Transition economy countries

The educational task of these countries, which are the former socialist countries, is the same as that of post-conflict countries: to improve the quantity and quality of education. In many cases, improving education quality is more important since these countries have implemented universal of primary education traditionally. Establishing public library is also included in the most of their national action plan, so that support for the public library is also needed. Since they already have writers, teachers and librarians, workshops will be helpful to increase quantity of reading activities and improve education quality.

5) Educationally developed countries

Lastly, the educational task of these countries is to improve education quality and to fill the gaps between regions, ethnics, and the rich and the poor. Even though the country becomes rich and national primary school completion rate is over 90%, there are still many children who cannot have an access to school in urban slams and the residential areas of ethnic minorities.

Therefore, support for community library will be focused on the poor regions and peripheral areas. On the other hand, needs for supports to primary schools and nurseries are still high. Compare with previous 4 cases, counterpart of the educational department and other related institutions have rich resources, so that trainings for teachers are effective.

As mentioned above, reading promotion projects are classified by 5 socioeconomic conditions of the target country and region. But you cannot apply them clearly into practice because one country may have two or three conditions at the same time. For example, Thailand is the educationally developed country (type 5) with the Tsunami affected areas in the southern region (type 1) and the Burmese refugee camp in the northern region (type 2). It is also difficult to identify which is emergency or care & management period clearly. Needs for support would change at time.

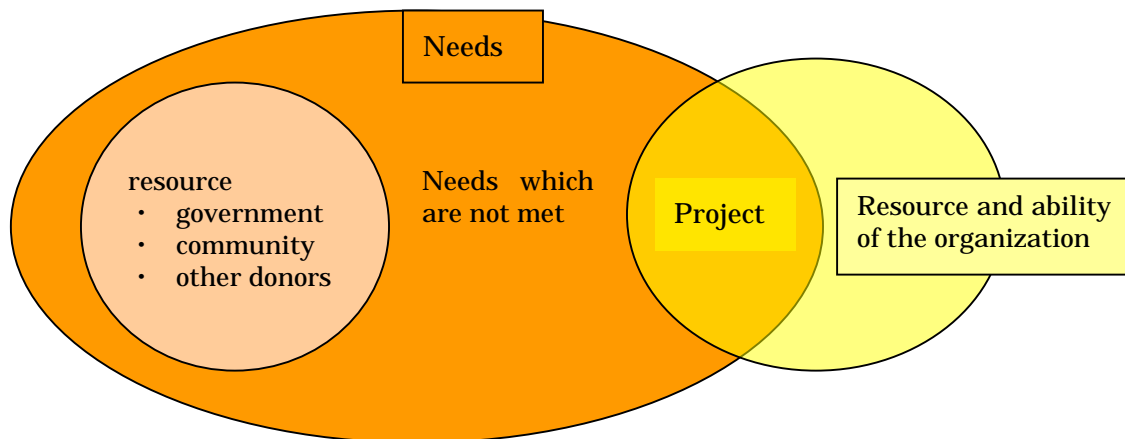
2-3. Project formulation study

Needs assessment

The first step for project planning is to make assessment of needs in the target area. Needs is the bases of all projects; projects are not necessary where no needs. In this sense, needs of project imply those which are to be met (see Figure Project needs.) Hence, you need to study local resources in the needs assessment so that you can identify the actual needs in the target area. For example, when you assess the needs of the camp library in the refugee camp, you would find that they keep some books with them in some cases. Some refugees have brought the books as their properties when they escaped from the country. You would also find human resources who are used to be a teacher or a nurse having the possibility to become a librarian. Architects, illustrators and storywriters would be found in the camp, too. So, the most precious resources is that they have traditional folk tales and cultures with tangible and intangible forms. These resources can be used for the project effectively. The projects by the other NGOs and donors can be the source as well.

Governmental organizations, schools and community may have rich resource for reading promotion like above-mentioned example. Therefore, project will be identified with concerning the actual needs, which are not met with local resources, and your budget and resource.

**The project is feasible in the area where the unmet needs
and the organization s capacity overlap.**



Macro survey of target country and area

You need to study population of the target country, states, province and district, economic status (poverty, industry, employment, etc.), social status (disparity of rich and poor, minorities and gender, etc.) and educational figures (literacy rate, enrollment rate, etc.) Reference books and Internet provide national figures. World Bank Database is useful to learn the information about economic indicators. Human Development Report by UNDP and State of the World's Children Report by UNICEF are also helpful to have information of educational and social situation.

National policy of education, information and culture

You need to study educational law, regulations, policy and guidelines when you plan the project for school library. If they have any articles or sentences about library activity and books, you look them into how much they have power of control and influence to your project. Most of countries do not have the guideline about library activity; but some have the description about books in the guideline of school learning materials. For instance, importance of the establishment of school library and policy of library activity are included in the guideline of the cluster school system in Cambodia.

When you plan the project of public library or community library, you need to study similar legal documents about policy for information and culture, so that you will learn how much extent the public libraries are installed obligatory, whether they have free library service, and whether they have the plan for promotion of publishing books.

For the either of the case, most of the action plans are not implemented well because of the lack of resource, though they have the policy of reading promotion. However, it is the big advantage that they have a policy for library because it is the pertinent basis of your reading promotion project.

Legal documents on information and culture may not be translated in English or other foreign language because donors have considered this sector less important than other sectors. If you cannot get English version of policy document, you have to make them translated by local staffs and other resources.

To collect policy documents, you usually can get educational ones from Ministry of Education; and the others from Ministry of Information and Culture. Thus, you need to find the section and officers, which are in charge of the reading promotion at the ministries. You can also contact to the NGOs and donors, which have already supported the reading promotion, for the additional information. Many NGOs and donors, which are implementing other education project, such as development and distribution of textbooks, learning materials and teaching curriculums and organizing trainings and workshops, have useful information for your project, too.

Educational indicators and data in the target area

Then, you need to study the following educational data of the target area.

- Population: child, adult, by sex and by ethnics
- Adult education: adult literacy rate and years of school attendance
- Access of schools: number of schools, gross enrollment rate, net enrollment rate and number of schools per 1,000 children
- Quality of education: enrollment rate and other internal efficiency data (promotion rate, repetition rate, drop-out rate, graduation rate, rate of promotion to secondly education and so forth)

It is impossible for NGOs to research these figures by themselves. Therefore, you will receive them from the educational administrations. However, they may not have all data you need. Even though some data, like literacy rate, are not reliable because of its obscure definition, you have no other choices but using them. You can also estimate following indicators with the data you have collected.

- Number of schools per 1,000 children = number of schools×1,000 / school age population

- Gross enrollment rate = enrolled population / school age population
- Drop-out population = enrolled population of the previous year – promoted population – repeated population
- Drop-out rate = drop-out population / enrolled population of the previous year

You can analyze the situation of the target area with the data you have as follows;

- Comparing data to each district of the target province, when your project will be implemented in the province;
- Comparing national data to regional data;
- Comparing last three year's data to find improvement and deterioration;
- Comparing data of districts having more ethnic children to others having less of them; and
- Comparing data by sex.

Other NGOs and donors operations

It is significant to make a survey whether other cooperation organizations have already had the project for education and reading promotion for the purpose of preventing redundancy and competition of supports. In many countries, donor coordination meeting has taken place regularly for educational support. Thus, you can attend it to get the information of the target area. Ministry of Education also coordinates donors in some countries. It is reasonable that you focus on certain topics like learning materials and teacher's trainings among many projects, because formal education is the one of the major sectors for many donors and NGOs. Also, comments to your project plan by other organizations will be helpful. Basically, you will find the other reading promotion support easily as not many organizations have the project in this field.

Rapid baseline survey on the reading promotion at the target area

It is often found that there is no books at school even though governmental guideline stipulates that school need to install them. The observation of the actual situation in the target area before the project implementation is called rapid baseline survey. There are 2 methods to conduct this survey.

The first method is to collect official data and information from the Ministry and other local governmental agencies and to make interview to them. Above-mentioned data collection is one of these surveys.

The second method is to visit schools and libraries and collect the data on your own. It is obvious to spend more budget and time than the former one. However, both are necessary to develop a well-planned project because you cannot trust the accuracy of the official data and sometimes cannot have them all. The point that you have to concern in conducting rapid basic surveys is not to make counterpart have too much hope of the project, as you have not determined the target area yet at that moment.

In this section, you will learn the latter method of rapid baseline survey with an example of the school library project by Shanti Volunteer Association (SVA). This project was implemented at the main schools under the cluster school system in one province of Cambodia. Provincial and district education

departments were the counterparts and, as the precondition of the project, library should have been installed in the all of main schools according to the cluster school guideline by the Ministry.

a. Random sampling

Firstly, they collected the list of schools in the target area through counterparts. Then they chose sample schools randomly from the list. When you make surveys on more than twenty schools, you can verify if the result is reliable or not with a statistical way. You decide the number of samples depending on time and budget you can spend on the survey. The most important point is to choose samples randomly; or you cannot estimate the result on the basis of the statistics. Although counterparts are likely to introduce the model schools for the survey, you have to be careful not to visit good schools only.

Here, you will have a systematic sampling method as an example of random sampling. Firstly, you make a list of district in an alphabetical order. Secondly, you write name of schools on the next column of the district. Then you put series of numbers to schools, for example 1-2-3-4 as shown in the chart, so that every school is classified by numbers. Lastly you choose one number among four as the sampling number; and schools that have the number you choose are the sampling schools. In the chart, if you choose number 1, school A of district A, school B and F of district B and school C of district C are the sampling schools. You can randomly choose sampling schools in the equal proportion to the number of school in the district with this way.

Systematic sampling of schools

b. Announcement of survey schedule to the counterparts and schools

Schedule of survey need to be informed the provincial education department before 1 month of your visit. It will be arranged with them in consideration of road condition and school events. The order of school visit will be also arranged by them because they know the location of sample schools well. They will inform the survey schedule to schools, too.

Method of survey

Interview and observation are the main methods of the basic survey. School principals and librarians are mainly the target of the interview. If there is no full-time librarian at school, you will make an interview with teachers who are in charge of library activity. You also check the number of books and bookshelves to see the reliability of their answers at the interview. Here is the example of the questionnaire for the baseline survey. Conductors make an interview the questions in the questionnaire with writing their answers on it at the same time.

You have to ask staffs of provincial or district education department to come with you for the needs survey, so that they can understand the project before the implementation.

District	School neme	serial number
A	A	1
A	B	2
A	C	3
B	A	4
B	B	1
B	C	2
B	D	3
B	E	4
B	F	1
B	G	2
C	A	3
C	B	4
C	C	1
C	D	2
C	E	3

Questionnaire of the baseline survey for the school library project

From interview (and observation, if available)

School	Name of school	
	Address	
	Name of the principal	
	Facility	No. of classroom
		Installment of teachers' room
		Installment of library
		Installment of resource room
Number of students, class, teachers and administration staffs by grade		
Library activity		
Library activity	1. Facility	Installment of library _____ year:
		Support organization(s)
		Location of library (teachers' room, classroom or independent)
		Opening day & hour
		No. of books
		Installment of desks for librarians
	2. Management	No. of desks _____ No. of chairs _____
		Is school subsidy used for library?
		Is the registration free of charge?
		Existence of the record of No. of visitors and borrowed books
		Rule of lending
		Period: _____ days No. of books: _____ Action for delay and loss: _____ Others: _____
	3. Books (references)	Method of counting visitors
		Is it opened to public?
		No. of title
4. Librarian	No. of collection	
	Language of collection	
	No. of newspaper and magazines	
	Assignment of full-time librarian or not	
	Existence of teachers in charge of library	
	Attendance of trainings and workshops	
5. Frequency of use	Operated service: story telling, reading, cultural activity, lending service	
	Existence of service to disable persons and illiterate persons.	
	Existence of mobile library	
	Problems and tasks of library activity	
	Future plan of library activity	
	Type of need for training	
No. of users per month		
Adult: _____ Children (under 12 yrs old): _____		
No. of books lent per month		
Adult: _____ Children (under 12 yrs old): _____		

From observation

Impression of reading space
Impression of management
Impression of books
Impression of librarians and service

When you plan the project of public library and there is the public library in the target area, following items are used for the basic survey. If there are school library, you also have to make above-mentioned random survey to school libraries in this case because both libraries are complementary to each other. If school library is operated well, children's needs for public library will be reduced; that is, service for adults and youth will be the needs of public library. In this sense, survey for public library is also needed for the project of school library, as well.

Questionnaire of the baseline survey for the public library project

From interview (and observation, if available)

General information	Name of library		
	Address		
	Name of the Director		
	Name(s) of librarian(s)		
	Management body		
	Year of establishment		
	Support organization(s)		
1. Facility	Area		
	Structure of building		
	Opening day & hours		
	No. of bookshelves		
	Installment of librarian's room		
	No. of desks		No. of chairs
2. Management	Budget		
	Existence of the record of No. of visitors and borrowed books		
	Method of counting visitors		
	Rule of lending		
	Period: days No. of books:		
	Action for delay and loss:		
Others:			
Existence of cooperation with schools and community			
3. Books	No. of title	Book for adults	Children's book
	No. of collection	Book for adults	Children's book
	Language of collection		
4. Librarian	Attendance of trainings and workshops		
	Operated service: story telling, reading, cultural activity, lending service		
	Existence of mobile library		
	Problems and tasks of library activity		
	Future plan of library activity		
	Type of need for training		
5. Frequency of use	No. of users per month		
	Children: persons	Adult: persons	
	No. of books lent per month:		
Children		Adults	

From observation

Impression of reading space
Impression of management
Impression of books
Impression of librarians and service

d. Analyses

When you analyze the result of questionnaire, you have to code and put them to statistical software to get average, standard deviation and mean. You also have to verify if these results of sample data are within an error or not. Finally, you will analyses with these figures and identify the needs.

2-4. Identification of the counterparts and negotiations

You need to select the counterparts, or co-implementers or main players of the project, at the project planning stage. For the reading promotion projects at school library, Ministry of Education is the counterpart at national level and state, provincial and district education department are those of regional level. Also, Ministry of Information and Culture and respective local administrations are the counterparts of public library projects. On the other hand, library committee as the community organization is the counterpart of the community library project. Because the community does not have such committee if it does not have a library, you need to support for establishment of the committee first.

For the community library, sustainability is the crucial point for the operation. Therefore, it is extremely important to make clear among all stakeholders that the main management body is the community, not the supporting organization, because the community library is belong to the community, not to the supporting organization at the project planning stage. Otherwise library probably stop the operation when the support withdraws.

The best way of project planning is to develop the project with counterparts jointly. However, when they do not have sufficient ability of project planning, support organizations will take the process that they make the draft and negotiate with counterpart to the agreement. For the community library project, if the library committee has not been established at the project planning stage, it is important to have discussions with other community groups like resident committee and education committee to get their agreement of the project planning.

Establishment of library committee

Library committee is the main management body of the project. This committee consists of the representatives from various community groups, such as women's group, youth group, teacher's group and minority groups. You should take time for this process because, if support organization selects members hastily, the committee will be considered to belong to the organization, so that ownership of local community will be low. Here is the process of establishing and operation of library committee.

Explaining the idea of library committee to the leaders of local community and representatives of other interest groups and encouraging them to participate to the committee.

Organizing the workshop for establishment of the community library with those who agree the idea of the project. In the workshop, participants will discuss on the following themes: the aim and plan of the library; target users; selection of books; contents of services and so on. Support organization should explain its idea clearly with showing the books to be provided and performing the story telling in the workshop. Then, participants will decide the contents of activities by themselves lastly.

Selecting committee members by local residents and establishing the committee

Opening the committee to decide the objectives, plans, rules (see p.90), activities and budget of the library.

Submitting the proposal for the financial support by the local government, if there is.

Organizing regular meeting and participating it after the library started the operation.

Arranging donor's logo and acknowledgement to them: Logo of the support organization will

bring bad effect to make locals think library belong to it to the contrary.

Evaluating the activities: Evaluation should be conducted jointly with committee and support group as long as they can. The evaluation report is to be translated into the local languages, which the committee members use, distributed, explained and discussed the solutions to the problems. Writing monitoring and evaluation report in their language is very important.

2-5. Making a project proposal

Based on the result of project baseline survey and the discussion with the counterparts, you will make a project proposal. Following items need to be mentioned in the proposal.

Needs of the project

In this section, you will see why the target area needs support. Contents are the same as the needs assessment as follows: macro survey of target country and area, national policy of education, information and culture, educational indicators and data in the target area, actual situation of reading promotion, other NGOs and donors operation and needs to be met.

Project term, target area, target group and number of beneficiaries

Project term should be set from 3 to 5 years except the emergency relief because it is impossible to achieve the project goals, which is introduced in the following paragraph, for one year.

Target groups are to be identified based on the project baseline survey. If you cannot support all schools or community in the target areas due to the limitation of resources, you need to select the qualified area that meets a certain condition for the effective cooperation. For example of the school library project, having empty classrooms for library, having great number of students and having possibility to assign a full-time librarian are considered as the condition of the selection. Provincial education department recommends the candidate schools according to the conditions. Some schools may apply by themselves. You have to choose target schools among them with no partiality and with considering the facilities of group trainings, or cluster trainings. In this case, you need to be careful to select them because schools having easy access are tend to meet above-mentioned conditions and become to be the target schools.

Project goal

Project goal shows the future status of the target area after the project withdrawal. This is the most important part of the project planning because you cannot tell whether the project succeed without the clear goal. For instance, school library project set the goal that “ 80% of target schools operate active library activities.” Indicator of the goal and means of obtaining data are also clearly mentioned in the project proposal; because you cannot understand how mush you have achieved without them. For the above-mentioned project goal, number of users per month is the indicator to the activeness of library activity. And monthly library report is set as the means of having this number. Therefore, school libraries need to report this number every month as their task.

Project outcome and activities

Activities are the means to bring the outcomes, that is, outcomes are the result of activities. For school library project, publishing and distribution of books are considered as activities; and the state that books are installed at library properly is the outcome of them. Like goal of the project, outcome also needs indicators and means of obtaining data. For this project, number of installed books and titles are the indicators; and monitoring report is the means of obtaining data.

input

Input means human and material resources and institutions, which support organization and counterparts provide for the project implementation. NGOs and donors usually provide project budget and human resource for the project management and capacity buildings. Counterparts offer human resource, working facility like office space and financial support.

Outer conditions to be concerned

Outer conditions indicate primary factors that have an influence to the project with no control in the project. For the post-conflict countries, project will be discontinued when the conflict occurs again. If trained teachers and librarians resign the library work, project would fail. You have to presume these uncontrollable factors beforehand.

Budgetary plan

You need to prepare the whole budgetary plan, not one-year operation.

Implementing schedule

Like the budgetary plan, project schedule should be planned as a whole.

Fundraising for Library Activities

Fundraising for reading promotion activities is not easy. This is because the priority of library activities is generally lower than the construction of schools, teacher training, and the development of teaching materials in developing countries.

Therefore, fundraising for reading promotion activities have to be done in a strategic manner.

First, we must link issues of education development and library activities. When the country seeks to increase the number of child-friendly schools for development, we can say that the program goal is to increase child-friendly schools. We can promote library activities at school in order to achieve this goal. In the case of the community library, we can say that the program goal is to increase safe places for children. We can promote community libraries as a way to achieve this goal.

Secondly, we can show the effectiveness through pilot projects and expand the program gradually. In many cases, teachers and communities think that library activities are not necessary. We need to gain school cooperation and perform demonstrations of library activities. When the educational administration offices and teachers understand the effectiveness, we can expand the program.

3. Implementation

3-1. Baseline survey

Once the project is approved and budget is secured, you can start the project. The first action in this stage is baseline survey. This is indispensable survey because of the following reasons: 1) to compare to the situations of the mid-term and final evaluation in order to identify the progress of the project; 2) to make the project goal and indicators; and 3) to identify the problems and needs of the target schools.

Although items of the survey are the same as the simple baseline survey, you will conduct it to all target schools and libraries, not the sample of them, this time. For the school library project, you need to collect at least following data with the list of schools in the target area. As the example project of this manual was designed at the provincial level, sampling survey was effective to learn the basic figures of target areas as a whole. However, if the target area is small, or if the target schools are already selected at the stage of simple baseline survey, you can apply following method from the beginning. It is important to collect girl's data when you conduct this survey.

grade	1		2		3		4		5		6		Total	
	total	girls	total	girls	total	girls	total	girls	total	girls	total	girls	total	girls
No. of student														
No. of teacher														
No. of classroom														
No. of other school staff														

3-2. Feedback of the Baseline survey

You have to report the results of the baseline survey to the groups concerned after the analyses and making a report. This feedback is as important as the baseline survey. You can obtain effective results with this action as follows; 1) you can increase accountability and credibility of the project; 2) stakeholders and counterparts come to understand their responsibility and increase the sense of ownership; and 3) you can gain the useful information and ideas through discussions.

It is better to have meetings with all stakeholders and counterparts to report them. However, you may send a report to them if it is impossible.

4. Monitoring

4-1. Why is monitoring necessary?

Monitoring is the action of examination. The main purpose is to study the present situation of library activities and problems that librarians have during their work, and to find solutions of them through it. Monitoring is never conducted to find errors or criticize the activities, but to use its result for a better operation. Monitoring is planned to find out the means of obtaining the necessary indicators at the beginning of the project implementation.

Function and flow of a monitoring

Study of a present situation · · · Recognizing problems and situation

Analysis · · · · Identifying causes and factors by comparison with the plan

Improvement · · · · Taking measures and considering a new plan and advices

4-2. Method of monitoring with an interview

Staffs and things to be prepared for a monitoring.

You have to verify what you need to prepare with the previous monitoring form before you start a monitoring. If you can observe an activity for a certain period, the monitoring by the same staffs is ideal approach to follow a growth process of library activities and capacity of librarians as much as possible.

Inspection of a library

For the projects that staffs cannot visit the target libraries everyday, they can imagine libraries' daily operation through an inspection of the monitoring. Communication between librarians and users also gives some information of their daily activities.

a. Examples of inspection of facility

- Whether children's handicrafts are displayed or not.
- Whether librarians have the originality for display.
- Whether librarians make handicrafts for children.
- Whether display is changed regularly.
- Whether librarians teach how to make handicrafts properly. If children's works does not have shape, children may not understand the librarian's instruction.
- Whether library facility is maintained well. When they report the damage of the facility, you should check them.

b. Examples of inspection of service and activity

- Whether librarians treat users equally.

- Whether they apply the skills of story telling and *Kamishibai* that they have learnt at workshops. (Ex. how to read, expressions, selection of suitable books for the age groups, etc.)
- Whether they treat infants and junior primary students properly.
- Whether they make some actions to children who hesitate to visit the library.
- Whether they use simple expressions to tell library's activity to children.
- Whether library service for adults operates well.
- Whether they offer the reference service to adults (at public and community library)

Monitoring form

Monitoring form is important to check the comments and notes after the monitoring. You can also find the things you need to purchase from this form. It is important to fill out all items thoroughly with an interview and inspection. Here is the example how to fill out a monitoring form.

SVA Library Project Monitoring Form, Burmese refugee camp library

Library: _____ Date: _____ 2006 Monitored by: _____

Librarians Journal, number of users record and interview to librarians

1. Any books lost or pasted text come off? If yes, what is the title?
2. How is the condition of building (floor, posts) and furniture (desks, bookshelves)?
3. Any requests from children or adults?
If yes, how did you answer to them ?
4. What activity do children request most ? Also, how is the reaction about it from children?
5. Any requests and problems on lending books for adults?
If yes, how did you answer to them ?
6. How is the condition of mobile library activity? Any requests or reaction from teachers about it?
If yes, how did you answer to them ?
7. Any requests , questions, concerns and problems from librarians?
8. Number of users since last monitoring.
Total number of users a day: ~ Children: ~ Adults: ~
Total number of registered adults: ~ Number of books lent a day: ~
If the number of uses are less than the usual, what are the reasons?

Observation

1. Managing books and materials

<Please write concretely with the problems pointed out during the last monitoring>

- Children room
- Adults room
- Librarians room

2. Any changes and devices in the library<e.x. new decoration or hanging pictures drawn by children>

Yes or No _____

If yes, what changes and devices ?

How were they changed or devised ?

How do you think on the changes or devices ?

3. Library activities on the monitoring

- The name of activities
- The conditions of children
- The conditions and attitudes of librarians for children

4. In case there are special activities or events, also introduction of any new systems (e.x. classification of books), how is the reaction by participants or users by these ?

<Name of thing implemented and date>

5. Things to be followed up

- Things which you brought this time

Book :

Stationary :

Others:

4-3. Activity report and user record

Library keeps monthly number of users as user record. It is the important document to study library activities. You should ask librarian the figures in the record book if you have a question to them at monitoring. Also, following notes should be written on the record as well: close of library, holidays, special events, and examination period, etc.

4-4. Monitoring by counterparts

When support organizations cannot operate the monitoring of all schools respectively, counterparts may conduct them instead. For library teachers, their attitudes will greatly depend on whether they are inspected or not.

For example, an educational supervisor of reading promotion is assigned at the closest District Office of Education to schools for sustainable operation and quality improvement in Laos. Support organizations

invite them to the teacher's seminar for reading promotion, so that they can understand the idea of reading promotion and support each school. They are asked to send their monitoring report to the support organizations and to make presentation about library activities of each school at workshops.

5. Sustainability of project

5-1. Why sustainability is necessary?

The most important and difficult point in reading promotion is how to sustain the project outcomes, such as number of users. For most of the educational policies of developing countries, activities for school library and public library have less priority and limited resources. Although these libraries are actively operated during the project term, these activities will be discontinued after the project withdrawal. In the end, libraries may become useless with no quality service because they cannot have additional books or trainings.

5-2. How to keep sustainability?

Then, following strategies shows how to sustain reading activities at library. These strategies focused on: 1) educational policy; 2) human resource; and 3) local educational system.

1) Educational policy – school library

To secure the existence of school library, reading should be programmed in the curriculum. You need to take an advocacy action to the responsible institutes for revision of the curriculum.

2) Human resource

Attitude of librarians, concerned parties and management bodies is more significant than education policy strategy. On the one hand reduction of the number of lending after a few years operation occurs quite often in many cases; on the other hand some poor-operated libraries have become more active with teachers sense of responsibility.

3) Local educational system – sustainability of school library

Appeal to educational administrations is also indispensable to secure the sustainability of school library. As sense of community's ownership is the key factor for public library, the sense of ownership by educational administration, especially at a provincial and district level, is very important to sustain the school library activities. The goals of sustainability are mentioned in the project proposal as follows.

Educational administrations will become:

- * To be able to organize reading promotion trainings and workshops to principals and librarians;
- * To exchange and share the experience of library activities at principal's meetings and cluster meetings; and
- * to be able to monitor, advise and supervise library activities in order to motivate librarians.

For most of educational officers, they do not understand the importance of library activity until they actually participate because it is neither programmed into the curriculum nor considered as a serious problem like HIV/AIDS. Also they become confident to manage the project after the workshops. Counterparts will continue their task, as a trainer of library activity, once they have confidence to do after the withdrawal of support organizations

5-3. Exit strategy

This is the strategy to complete the project with keeping its results. Here are five points to be concerned in the exit strategy of the library project.

Considering the counterparts as the main management body of the project and starting the project with them. That is, support organization never operates library activities alone. When it starts the project without a counterpart, it would be so difficult to find and train counterparts and transfer the function of management later. However, pilot project and other demonstrative project are exceptions because they do not need to be continued.

Considering how to finish the project and making the plan before starting it.

Paying no salary to counterparts. Salary is the most crucial part in the running cost. Thus, once support organization support their salary, it would be very difficult to reduce or terminate it. Suppose that librarians will not be paid after the project, will they work at the same level during the project term? However, the situations that counterparts do not have sufficient financial resource under the emergency or refugee camp are exceptions.

Planning the capacity building of the management bodies as one of the project outcomes and implementing them as well as library activities in the project.

Planning to transfer the authority and responsibility of library activity gradually from support organization to counterparts, so that they will operate the activity without any support before the project finishes.

5-4. Strategies for each project cycle stage

Project planning

- **Organizing of a briefing**

Support organization will organize a briefing of the library project to local educational administrations to explain its goal, outcomes, activities, contents of workshops and books and materials to be provided, strategy of support like target areas and schools, capacity buildings and project schedule. Materials like books and the stage of *Kamishibai* are presented at a briefing. It is important to announce the end of the project term at this point.

- **Selecting the person in charge**

Education department will select persons in charge. They will work for all the baseline survey together with a support organization because it needs a navigator to target schools.

- **Asking feedbacks to the project proposal**

Normally, project proposal is developed by a support organization. Organization also translates it into local language and asks for feedback from education department to revise it. Completed project document and project schedule are to be announced from provincial educational department to district one, then disseminated to all schools through the principal's meeting.

- **Securing fairness and equality of the project**

Project plan should secure fairness and equality as much as possible. Supports need to follow this policy because all target schools need them equally. For example, if project sets one state as its target area, it needs to provide the support to all main schools there.

Project implementation

- **Accompanying to monitoring by counterparts**

Counterparts need to accompany to support organization no matter when it goes to library, including monitoring. Counterparts also can do the other tasks as well as library activity because they do not have enough vehicles to visit villages in many developing countries. They usually take a motorbike to visit libraries. For school library project, you can meet the principals and get their cooperation easier when you visit schools with counterparts, rather than without them.

- **Writing document in local language**

All documents, including the results of the baseline survey, should be translated and submitted. Through this, you can show the transparency and accountability of the project by feedback of the results, as well as receive the comments from them. Therefore, relationships between counterparts and support organization and sense of ownership of counterparts will be increased as a result.

- **Training trainers and transferring the management body to locals**

You need to organize the training of trainers to educational officers, information and cultural officers and teachers of teacher's training schools. For school library project, trainings for principals are also organized. Every time workshops and trainings take place, roles and skills of a trainer are gradually shifted to counterparts. At last, the last workshop in the project term is conducted only by counterparts. You can make steps to increase counterpart's responsibility and tasks with involving them to make workshop details, announcement to the participants, schedule of the monitoring and so forth.

Capacity building of monitoring is also necessary as well as management of library activity. You may ask them to write a monitoring report, which is used to be done by support organization.

- **Using effectively the persons concerned and the opportunity**

- a. Involvement of high-ranking educational officers**

You will invite a high-ranking officer from the ministry to make a opening speech or presentation of certificate. Local community will consider that reading promotion is the one of the governmental policies and support organization works together with the government.

- b. Organizing a meeting of project report by UN agencies and bilateral donors**

When UN agencies and bilateral donors support financial source of the project, it is effective to ask them to organize a report meeting because they have strong relationship with central government. Director of the ministry is to be invited to the meeting. The contents will be mainly the report of progress and outcomes of the project. The important point when you organize this meeting is that presentation needs to be made by counterparts, as well as support organization. Ministry and donors will give some suggestions after the presentation. Counterparts will recognized themselves as the important actors of the project through this, so that they would increase their sense of ownership.

- c. Using principal's meeting – school library**

For school library project, progress of library activities is reported at regular principal's meeting in the region. This meeting brings support organization the merit that they do not need to pay allowance for information sharing of library activity. National policy of library activity at primary school is informed to principals and librarians at principal's meeting and monitoring by counterparts because they think that they need to follow what educational administrations ask to do.

- d. Using the educational administration system already exist.**

School's monthly activity report of reading activity is submitted to the district education department first. Then it is submitted to support organization through the provincial education department. The advantage of this flow is as below:

- 1) Due to following to the existent educational administration system, schools do not have to make report for support organization separately;
- 2) For support organization, a report become more accurate when education department ask to make it, than a NGO ask to do so. Also, district education department will support schools that cannot finish the report.
- 3) Sense of ownership of provincial and district education department will be increased.

5-5. Sustainability of financial resource

Securing a financial source of library management is the one of the most important point in sustainability of the project. There are two methods for this: using existent system and fund raising.

a. Application of school subsidy scheme

For example, Cambodia government has the school subsidy scheme called Priority Action Program (PAP), which allow school to use the subsidies freely. A school will receive from 1,000 US dollars to 1,700 US dollars as its subsidy and use for the repair and maintenance of school facilities and purchase of desks, chairs, blackboards and chalks.

This subsidy can be used for the purchase of books and materials for library. The process is that a principal makes a decision based on the request from librarians. Therefore, willing of both principals and librarians are important, as a subsidy will not spend for library activities when they are considered as a less priority. To make library activity continued after the project withdrawal, support organization need to approach local educational administrations about making policy to support library activity with a subsidy.

b. Cooperation by parents and local community

When there is no existent system, you need the cooperation of local community. Parents and community may collect donations in the events at library, or ask contribution of small money to buy books and materials for the library. Cooperation of parents and local community implies they understand the importance of library activities to improve the ability of their children well. In this sense, it is necessary to have the agreement of stakeholders and to increase the sense of their ownership.

In conclusion: for the future of children

Children in the Burmese refugee camps and an encounter with book and library ----
Unlimited possibility springs out from them. We conclude this manual with some of the children's poems,
which are written at a library.

I have to go to school everyday.
Some classes are difficult.
Teachers sometimes scold and beat me.
In the clothe with hole,
Friends laugh at me.
Parents scold, too, if I stay outside too long.

But, now library comes.
After being scolded.
I become to feel happy with reading at library
Books never beat me,
Nor laugh at me
In the clothe with a hole.

(10 years old)

I love the library
I love the library the best in the world
When I feel very sad,
I go to library and feel better

(10 years old)

Popular book is always busy. Many people want to read it.
It does not have time to rest.
It travels everyone's house one after another.

Naw Say Eh Paw (11 years old)

When I saw my favorite books broken and dirty,
I feel very sad.

(a girl)

I can learn many things from book at library
I can learn even the events happening in the other countries and folk tales
Even though we, the Karen, are the ethnic minority.
Thanks to the library,
I can learn about our ethnic history
I can learn
How many Karens who are living out of the camp are suffering
Every time I learn these news,
I feel very sad.

(a boy)

After school and Saturday,
I always spend my time at library
I love of course reading picture books
But I also love drawing, folding paper and fishing game with a magnet.
Sometimes, I borrow the books from the Adult's room.
I adore both reading and listening to books, anyway!

(a child)

Until now, at this very moment
I have never seen such a beautiful book.
Thank you very much
For giving me many chances at library.

(a girl)



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