Sustainable Library Development

TRAINING PACKAGE

Office of Overseas Programming & Training Support (OPATS)

FEBRUARY 2013

[DRAFT FOR PILOT]

Acknowledgements

The Sustainable Library Development Training Package is designed to provide guidance to Peace Corps Volunteers engaged in library projects. The training package was developed and written by Peace Corps/Washington librarians Marcy Carrel and Gail Wadsworth in the Information Collection and Exchange (ICE) unit in the Office of Overseas Programming and Training Support (OPATS). Field reviews and input came from a working group that included field staff from the Africa; Europe, Mediterranean and Asia; and Inter-America and Pacific regions and headquarters staff. Special thanks to PC/Albania, PC/Lesotho, PC/Morocco, PC/Paraguay, PC/Philippines, and PC/South Africa for their contributions during the field review phase.

Table of Contents

Introduction 1
Focus In/Train Up and Sustainable Library Development 1
Background on Library Projects in the Peace Corps 1
Rationale for the Sustainable Library Development Training Package 2
How to use this Training Package 2
Prerequisites 3
Sequencing 3
Trainer Preparation 4
Session Plans and Learning Objectives 5
Terminal Learning Objective 5
Session: Peace Corps Resources for Library Projects (PST) 5
Session: Introduction to Sustainable Library Development 6
Session: Information Resources for Library Projects (Optional) 6
Session: Steps for Setting up a Library 6
Session: Organization and Classification 6
Session: Borrowing and Lending 6
Session: Supplementary Services 6
Session: Library Field Trip (Optional) 7
Session: Sustainable Library Development for the Education Sector 7
Additional Resources to Enhance the Sustainable Library Development Training Package 7
Other Resources 8
Comments or Questions? 9

Introduction

Focus In/Train Up and Sustainable Library Development

The Sustainable Library Development Training Package supports Peace Corps' Focus In/Train Up strategy, which was implemented following the 2010 Comprehensive Agency Assessment. Sustainable Library Development is a technical training package in Peace Corps programming within the Education sector. The training package addresses the Volunteer competency, "Facilitate improved teaching and learning skills and practices."

The purpose of the Sustainable Library Development Training Package is to support and provide guidance to Peace Corps Volunteers engaged in library projects as both primary work assignments and secondary project activities. The training package is intended to strengthen the work of Volunteers in partnership with their communities and to help Peace Corps better demonstrate its impact.

Background on Library Projects in the Peace Corps

Peace Corps Volunteers have been involved in library development throughout most of the 50-year history of the agency. In the early days, Peace Corps actively recruited professional librarians for library assignments worldwide. Although Peace Corps no longer actively recruits librarians, we know that Volunteers are engaged in library projects of all types. Anecdotally, we regularly read or hear about book drives, library infrastructure, and other library projects that Volunteers undertake with partners in their communities. According to the 2011 Annual Volunteer Survey, 12 percent of Volunteers indicate they are engaged in library projects as part of their primary work assignments and 18 percent of Volunteers are engaged in library projects as secondary activities.

In the annual status reports (SRs), posts report on the number of Volunteers who participate in specific sector projects and the scope and reach of their activities. Unfortunately, library projects have not been formally tracked and reporting on library projects has not been required. However, many posts include discussions of library projects in their sector highlights. For example, for fiscal year 2011, Volunteer library and literacy-related activities were included in discussions for 33 posts, including 13 posts in the Africa region, eight in the Europe, Mediterranean, and Asia (EMA) region, and 12 in the Inter-America and the Pacific (IAP) region. These library activities include leading book drives, renovating community library spaces, developing school libraries, facilitating library training, and various other library activities in the education, youth, health, and business sectors.

Volunteer library activities, particularly for secondary project activities, are also visible through funding requests. Volunteers often seek additional funding for library projects through the Peace Corps Partnership Program (PCPP) or through the Small Project Assistance (SPA) program of USAID. For example, in FY11, over 70 book and library-related projects were undertaken or completed with funding through PCPP. Current PCPP projects are listed on the public website and the library project summaries are a visible testament to the interest in library-related activities.

In addition, Peace Corps Response filled nine positions in FY11 and eight positions in FY12 for short-term Volunteer assignments related to supporting libraries or library development in host countries.

Clearly, there is continued and demonstrated interest in libraries from Peace Corps Volunteers and host countries. This training package is intended to support the work of Volunteers and communities in the development of sustainable libraries and to promote best practices in sustainable library development.

Rationale for the Sustainable Library Development Training Package

The UNESCO Public Library Manifesto proclaims a belief in the value of the public library: "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 therefore encourages national and local governments to support and actively engage in the development of public libraries." (http://www.unesco.org/webworld/libraries/manifestos/libraman.html)

International support for libraries is also extended through the UNESCO/IFLA Manifesto for School Libraries: "The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens….The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto."
(http://www.unesco.org/webworld/libraries/manifestos/school_manifesto.html)

While many Peace Corps Volunteers engage in library projects, most are not well-trained in library and information science, nor are they experienced in sustainable library development. This training package is intended to provide Volunteers with standardized training and guidance for library activities and recommendations for other appropriate resources to support library development in their communities.

This training package was developed with input from the field and with close review by technical experts. It includes session plans developed by librarians with input from training experts, ensuring that they meet Peace Corps' interactive and learner-focused training style.

How to use this Training Package

This training package includes detailed session plans that provide a foundation in sustainable library development for all trainees or Volunteers in education projects that include library development, or for any Volunteer who expects to undertake a library project activity as a secondary project. The post programming and training staff should review these session plans in advance to adapt them to the local context – including any language, culture, and gender issues – and develop a plan for implementation. There are eight sessions in the Libraries training package, including one 75-minute stand-alone session for trainees in pre-service training (PST). There is also a 2-hour stand-alone session within the Global Education Training Package that could serve as a more comprehensive introduction for trainees in pre-

service training (PST). The remaining seven sessions of the Libraries training package are designed for use as an in-service training (IST) workshop with Volunteers or Volunteers and their counterparts. Posts are also encouraged to share the training package with Volunteers, who may adapt the sessions to facilitate workshops in their own communities. Peace Corps posts that offer training in sustainable library development will pilot as many of these sessions as possible during FY12.

Field feedback is a critical part of the Sustainable Library Development Training Package roll out. After these sessions have been piloted in the field, feedback from overseas programming and training staff will shape further improvements to the training package.

Prerequisites

There are no prerequisites for Session: Peace Corps Resources for Library Projects. This session is intended as a PST session for all trainees, particularly those who will not be working with libraries as part of their primary work assignment and those who will not have an opportunity to receive any additional training.

The remaining seven sessions in this training package build on each other, sequentially. Session: Information Resources for Library Projects is optional and can be omitted if participants have recently completed PST Session: Peace Corps Resources for Library Projects. Session: Library Field Trip, a supplemental session, is also optional, yet highly recommended for participants to better understand libraries in the local context. Although there are no prerequisites, it is recommended that trainees or Volunteers have completed other core training sessions from *Roles of the Volunteer in Development* [ICE No. T0005] and *Participatory Analysis for Community Action (PACA) Training Manual* [ICE No. M0053], related to the Monitoring and Evaluation training package and sessions. For trainees or Volunteers to successfully engage in sustainable library development, they must first understand their roles in sustainable development work, and then learn how to assess the needs in the communities where they serve.

Sequencing

There are a total of eight sessions in the Libraries Training Package. One session— **Session: Peace Corps Resources for Library Projects—**is a stand-alone session of 75 minutes that could be introduced to all trainees, working in any sector, during PST if there is not time to do more. However, there is an additional session about libraries in the Global Education Training Package that is more comprehensive. **Session: Sustainable Library Development for the Education Sector** is a 2-hour session that is required for all Education sector trainees and recommended for trainees or Volunteers in any sector who are or will be involved in library projects. One of these two sessions should be used if trainees or Volunteers will receive no other training in library development. The Global Education Training Package session Sustainable Library Development for the Education Sector is preferred.

The remaining seven sessions are designed specifically for trainees or Volunteers who will be involved in libraries as part of their primary work assignment or as a secondary project activity. The sessions can be used during PST or during IST and build upon each other over one or two days. The recommended sequence is over one and one-half or two days, as follows:

Session: Introduction to Sustainable Library Development
Session: Information Resources for Library Projects (Optional)
Session: Steps for Setting Up a Library
Session: Library Field Trip (Optional)
Session: Organization and Classification
Session: Borrowing and Lending
Session: Supplementary Services

Session: Information Resources for Library Projects is optional and can be omitted if participants have recently completed PST Session: Peace Corps Resources for Library Projects or Session: Sustainable Library Development for the Education Sector from the Global Education Training Package. The session should be included if participants have not completed a PST session or, if a refresher is needed.

Session: Sustainable Library Development for the Education Sector is part of the Global Education Training Package. Participants who have completed this session would not participate in the PST Session: Peace Corps Resources for Library Projects. However, participants who complete the Global Education Training Package session may participate in the remaining sessions of the Sustainable Library Development Training Package for a more thorough introduction to library development.

The supplemental field trip session is not required but it is strongly recommended. Visits to more than one library or resource center would be ideal. Field trips provide trainees, Volunteers, and counterparts with an opportunity to see the realities and possibilities for library development in the country and to ask specific questions in a structured yet non-threatening environment. The field trip also provides an opportunity for participants to establish contacts and create personal relationships with library professionals in the country. Local library workers are great resources, yet they are often under-recognized for their work and the relationship with Peace Corps may be mutually beneficial.

Trainer Preparation

In preparing to use the session plans in this training package, programming and training (P&T) staff will need to identify points in upcoming PST and IST calendars for inclusion. Each of the session plans includes specific “Trainer Preparation” notes for the Information Resource Center (IRC) manager, program manager, or other P&T staff members to review in advance. These notes include instructions for preparing session materials and adapting content for the post-specific context. The trainer may also want to become familiar with the library context of the country through visits to local libraries and conversations with local library associations and local librarians. These local librarians may be resources which the trainer or Volunteers can draw upon for advice or assistance in the future as well. This preparation will require staff time and should be completed in advance of the session implementation.

Session Plans and Learning Objectives

Each session plan includes trainer preparation notes and detailed instructions to guide Peace Corps staff in using and adapting the content for the specific context. Each session plan is stored in a separate digital folder, including relevant trainer materials such as PowerPoint presentations and handouts. Trainer materials and handouts available in Microsoft Word are embedded at the end of the session plan itself. Trainer materials and handouts in other formats are stored in separate files.

Terminal Learning Objective

There is a terminal learning objective for the first stand-alone session of the training package; there is a second terminal learning objective for the remaining seven sessions of the training package which form a complete IST or library workshop. There is also a terminal learning objective for the stand-alone session that is part of the Global Education Training Package.

The terminal learning objective for the single session delivered during PST is as follows:

> By the end of this session, participants will use Peace Corps Information Collection and Exchange (ICE) publications to locate information for sustainable library development projects.

The remaining seven sessions form the core of the training package. The terminal learning objective for this training package will not be accomplished during the formal training, but after completion of the seven sessions and prior to undertaking a sustainable library development project. The terminal learning objective is:

> Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

The terminal learning objective for the stand-alone session of the Global Education Training Package is:

> By the end of this session, participants will identify the characteristics of a sustainable library and use Peace Corps Information Collection and Exchange (ICE) publications to locate information for sustainable library development projects.

Session: Peace Corps Resources for Library Projects (PST)

Session Rationale:

This session prepares participants for library development projects by introducing them to the Peace Corps Information Collection and Exchange (ICE) publications that will be useful guides throughout the process.

Session Information:

The session may be used with PST participants in any sector. It may also be used in a sector-specific IST event to introduce the topic of libraries within the sector. It provides an introduction to resources available from Peace Corps ICE to assist Volunteers and communities with a library development project.

Session: Introduction to Sustainable Library Development

Session Rationale:

This session introduces the concepts of sustainability and "first, do no harm" in the context of library development.

Session: Information Resources for Library Projects (Optional)

Session Rationale:

This session is an overview of information resources available from the Peace Corps and outside organizations. These resources provide guidance for Volunteers in developing and managing library projects.

Session Information:

The session is designed to be used during an IST in which the participants have not recently participated in Session: Peace Corps Resources for Library Projects during PST. If the majority of the IST participants have recently participated in Session: Peace Corps Resources for Library Projects, this session is optional or could be used as a refresher if necessary.

Session: Steps for Setting up a Library

Session Rationale:

This session provides participants with a set of seven steps for setting up a library and provides practice for Step 1, Form a Library Committee. A set of specific steps provides participants with a framework to consider, explore, plan, develop, initiate, and manage a potential sustainable library development project.

Session: Organization and Classification

Session Rationale:

This session introduces the concept of organization through classification in the library context. Participants are given the opportunity to practice several classification systems which could be used in a local library. Organization and classification enable library resources to be easily located and used by library visitors.

Session: Borrowing and Lending

Session Rationale:

This session introduces systems of borrowing and lending which participants could adapt to use in a local library project.

Session: Supplementary Services

Session Rationale:

This session provides a brief overview of library supplementary services which may enhance and enrich the role of the library in a community.

Session: Library Field Trip (Optional)

Session Rationale:

This session provides an opportunity for participants to visit at least one local library or resource center in [insert country name] to observe and gain insights which would be valuable for library projects in their communities.

Session Information:

The session is particularly helpful to introduce participants to local information resources and to encourage participants to establish contacts, begin networking and gather ideas that might be appropriate for implementation in the participants' community libraries. The session is optional if it is not logistically possible to include a field trip in the IST, due, for example, to time or fiscal constraints.

Session: Sustainable Library Development for the Education Sector

This session is part of the Global Education Training Package.

Session Rationale:

This session prepares participants for library development projects by introducing them to the Peace Corps Information Collection and Exchange (ICE) publications that will be useful guides throughout the process. This session also introduces the concepts of sustainability and "first, do no harm" in the context of library development.

Session Information:

As part of the Global Education Training Package, this session is intended as a requirement for all Education sector trainees or Volunteers. The session combines parts of the PST session Peace Corps Resources for Library Projects with parts of Session: Information Resources for Library Projects (Optional) and Session: Introduction to Sustainable Library Development. This session is also the recommended single session for trainees or Volunteers in any sector who are or will be involved in library projects but who do not have the opportunity to participate in the full training package. Trainees or Volunteers who participate in this Global Education sector session would not participate in the PST session, Peace Corps Resources for Library Projects; however, they may later participate in the remaining sessions of the Sustainable Library Development Training Package.

Additional Resources to Enhance the Sustainable Library Development Training Package

This training package contains a handout, Additional Information Resources for Library Projects, which is included as Handout 1 in the PST session, Peace Corps Resources for Library Projects. It is also in the IST session, Information Resources for Library Projects. This handout should be reviewed before finalizing the training schedule and materials. Some of the publications and other resources referenced in this handout could be downloaded and shared with participants, via a flash drive.

The same flash drive might also include the ICE publications listed below and referenced throughout the training package, as well as the training package itself and any post-specific information on libraries. Local resources, projects, and contacts are important starting points for any sustainable library project. These local resources may include in-country libraries, librarians, and library organizations, as well as any resources created by previous Volunteer library projects in-country. Posts are encouraged to collect and share Volunteer library project stories and resources to build on best practices.

Finally, while the training package, ICE publications, and noted additional resources are extensive, they are not complete or exhaustive. There are many topics that were not addressed completely or in-depth because of time constraints. Future plans are to publish a manual that would consolidate the essential relevant lessons from the ICE publications and the training package, and include a reference guide with additional information, activities, and resources for Volunteers and others involved in library projects.

Other Resources

Libraries for All! [ICE No. RE035]

This manual and resource guide for small libraries is a basic reference and contains practical, step-by-step instructions for creating and managing a successful library. Published by UNESCO, it was written by Laura Wendell, RPCV. It is a useful resource for Volunteers involved in community resource center projects and school libraries.

Setting Up and Running a School Library [ICE No. ED204]

This book provides a practical set of tips and techniques to use when setting up and managing a school library. It also offers activities to make the library an engaging, exciting place for teachers and students alike. This is a resource for Volunteers who are involved in library work of any kind—the activities can be adapted for non-school library settings.

Sources of Donated Books for Schools and Libraries [ICE No. RE003]

This publication helps Volunteers identify organizations that can provide books and other educational resources to their communities. It provides contact information and guidance on how Volunteers and their community partners can submit requests and receive donations from the organizations listed, and it emphasizes the importance of sustainability in library development activities. Volunteers involved with library or resource center development will find this manual of particular value.

SPA: Small Project Assistance Program, Supporting Sustainable Community Development: Idea Book [ICE No. M0082]

This idea book shares specific examples of how Volunteers have transferred skills and built capacity through “hands-on” projects with their communities. It describes activities conducted in each program sector by Volunteers and partners in every region participating in the Small Project Assistance (SPA) program. Along with tips and appendices, sections include: an overview of the SPA program; how to develop a project with a community; how to secure funding for a project; and how to implement, monitor, and evaluate a project.

PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]

Since PACA has been used in the Peace Corps for many years, this idea book was designed to give a focused history and description of PACA, while sharing excellent examples from the field that illustrate how Volunteers and their communities, host country organizations, and Peace Corps projects have used these tools successfully. This book is intended for use by Volunteers to complement pre-service training they received from trainers using the *Participatory Analysis for Community Action (PACA) Training Manual* [ICE No. M0053]. It is also intended to supplement exercises in the core pre-service training manual *Roles of the Volunteer in Development: Toolkits for Building Capacity* [ICE No. T0005]; or reinforce foundational skills during or prior to in-service training—complementing *The New Project Design and Management Workshop Training Manual* [ICE No. T0107].

The New Project Design and Management Workshop Training Manual [ICE No. T0107]

This training manual is based on a one and one-half to four-day workshop that reinforces the importance of community participation in all local projects. When used during in-service training, sessions show Volunteers and their counterparts how to involve and work with the community through each step of the project design process, from analysis of community assets and needs to planning, implementation, monitoring, and evaluation. The initial sessions can be covered in pre-service training. This is a good supplement to *Participatory Analysis for Community Action (PACA) Training Manual* [ICE No. M0053] and *Promoting Powerful People: A Process for Change* [ICE No. T0104]. It is also available in French, *Le Nouveau Manuel de Formation sur L'Elaboration et la Gestion des Projets* [ICE No. T0128], and Spanish, *El Nuevo Manual de Capacitación en Diseño y Manejo de Proyectos* [ICE No. T0127].

Session: Information Resources for Library Projects, Handout 1: Additional Information Resources for Library Projects

The Sustainable Library Development Training Package, Session: Resources for Library Projects, has a handout – Handout 1: Additional Information Resources for Library Projects – with an extensive list of additional resources. Included are library manuals and publications available for free download, library organizations, NGOs working with libraries, websites, and sample library development projects. This handout, together with the first three ICE publications listed here, form the core key resource set for trainees, Volunteers, or anyone involved in a library development project. Future plans are to publish a manual that would address some of the topics that could not be included in this training package due to time constraints.

Comments or Questions?

Please email FocusInTrainUp@peacecorps.gov with your comments and questions.

Competency	Terminal Learning Objective	Session Title	Session Learning Objectives	Prerequisites	COTE	Length
Facilitate improved teaching and learning skills and practices	By the end of this session, participants will use Peace Corps Information Collection and Exchange (ICE) publications to locate information for sustainable library development projects.	**Peace Corps Resources for Library Projects**	• Using four ICE publications, participants will identify five pieces of information that can be found in ICE publications to assist in establishing a local resource center or library. • Given descriptions of four ICE publications and time to review them with other participants in small groups, participants will use peer teaching to explain how the information in the publications is useful for a sustainable library development project.	*None*	**PST**	75 minutes
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Introduction to Sustainable Library Development**	• After discussing "First, Do No Harm," participants will identify at least three unintended negative consequences of "Book Dumping." • After reviewing case studies of Volunteer involvement in Library projects, participants will identify the characteristics of a sustainable library project. • Individually, participants will identify at least three assets in their communities that are relevant to establishing a local resource center or library.	*None*	**IST**	75 minutes
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Information Resources for Library Projects (Optional)**	• After reviewing four ICE publications in small groups, each participant will correctly answer four questions relevant to library development. • After a large group discussion, participants will identify at least four local sources of library expertise.	*Introduction to Sustainable Library Development*	**IST**	60 minutes
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Steps for Setting Up a Library**	• After participating in a role play, participants will identify at least three ways to use the information about steps for setting up a library to start on a plan for a successful library project in his or her community. • After reviewing the seven steps for setting up a library, each participant will identify at least five specific tasks needed to form a library committee within his or her community.	*Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects*	**IST**	60 minutes

Competency	Terminal Learning Objective	Session Title	Session Learning Objectives	Prerequisites	COTE	Length
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Organization and Classification**	• Working in small groups, participants will effectively explain how to use an accession register in conjunction with a library classification system. • After reviewing three classification systems for organization of library collections, participants will teach others how to apply at least one classification system in a library. • Individually, participants will consider three classification systems and then select which might be most appropriate for the library project in their community.	*Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library*	**IST**	120 minutes
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Borrowing and Lending**	• Working in pairs, participants will create and facilitate a mini-training about one of three borrowing and lending systems. • After considering locally available resources and local customs toward borrowing and lending, participants will identify an appropriate borrowing and lending system for use in their specific community library projects.	*Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library; Organization and Classification*	**IST**	60 minutes
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Supplementary Services**	• In small groups, participants will identify proper and improper library signage, shelving, and floor plans from cartoon libraries. • After a discussion about library activities, each participant will identify at least three activities that would be appropriate for the library in his or her community. • In small groups, participants will engage in a library activity—group storytelling, which can be modified or replicated in their community libraries. • In a large group, participants will identify and explain at least two methods they will use to share information and ideas about library development in [insert country name].	*Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library; Organization and Classification; Borrowing and Lending*	**IST**	60 minutes

Competency	Terminal Learning Objective	Session Title	Session Learning Objectives	Prerequisites	COTE	Length
Facilitate improved teaching and learning skills and practices	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.	**Library Field Trip (Optional)**	▪ Participants will identify at least three practices of local libraries by observing and asking culturally-appropriate questions during visit(s) to local library(ies). ▪ After visiting local libraries, each participant will identify at least three observed practices to explore with his or her library committee.	*Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library*	**IST**	3-4 hours
Promote sustainable library development	By the end of this session, participants will identify the characteristics of a sustainable library. and use Peace Corps Information Collection and Exchange (ICE) publications to locate information for sustainable library development projects.	**Global Education Training Package: Sustainable Library Development for the Education Sector**	▪ After reviewing four ICE publications in small groups, each participant will correctly answer four questions relevant to library development. ▪ After discussing "First, Do No Harm," participants will identify at least three unintended negative consequences of "Book Dumping." ▪ After reviewing case studies of Volunteer involvement in library projects, participants will identify the characteristics of a sustainable library project. ▪ After a large group discussion, participants will identify at least four local sources of library expertise.	*None*	**PST or IST**	2 hours

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Sustainable Library Development

SESSIONS

Office of Overseas Programming & Training Support (OPATS)

FEBRUARY 2013

[DRAFT FOR PILOT]

Session: Peace Corps Resources for Library Projects

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	By the end of this session, participants will use Peace Corps Information Collection and Exchange (ICE) publications to locate information for sustainable library development projects.

Session Rationale: This session prepares participants for library development projects by introducing them to the Peace Corps Information Collection and Exchange (ICE) publications that will be useful guides throughout the process.

Target Audience: All PST participants. This session may also be used in a sector-specific IST event to introduce the topic of libraries within the sector.

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 75 minutes

Prerequisites: None

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Peace Corps Resources for Library Projects		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Obtain ICE publications listed in Materials from local post Information Resource Center (IRC) or order from Information Collection and Exchange (ICE) (iceorders@peacecorps.gov), 4-6 weeks in advance if needed.
2. Obtain ICE publications on CD-ROM: one copy of RE014K *Sharing Promising Practices* for each participant. CD-ROMs can be ordered from ICE (iceorders@peacecorps.gov), 4-6 weeks in advance if needed.
3. Review the session plan and handouts.
4. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan as necessary.
5. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
6. Become familiar with the four referenced ICE publications related to library development.
7. Review Trainer Material 1: Library Photos. Adapt to local context, if appropriate, and add any post-specific library photos, if available.
8. Set up computer and projector. Alternative: print out Trainer Material 1: Library Photos and post on the walls in the training space prior to arrival of participants.
9. Prepare Inspirational Quotes using Trainer Material 2: Inspirational Quotes. Select most appropriate quotes for [insert country name], photocopy, cut photocopies along dotted lines, and post on the walls in the training space prior to arrival of participants.
10. Prepare Trainer Material 3: Flip charts with the information provided.
11. Photocopy Handout 1: Additional Information Resources for Library Projects, one copy for each participant.
12. Photocopy Handout 2: Finding Information in Peace Corps ICE Publications and cut photocopies along dotted lines (one section for each small group of about five participants).
13. Photocopy Handout 3: Speed Dating ICE Resources in sufficient numbers to distribute one section (one-fourth page) to each participant. Cut handout sections along dotted lines, as indicated.

Materials:

- **Equipment**
  1. Computer with PowerPoint and projector – if available
  2. Flip chart
  3. Markers
  4. Pens or pencils for all participants
  5. Masking tape
  6. Watch, clock, or timer
  7. CD-ROM with ICE publications, No. RE014K *Sharing Promising Practices*: One copy for each participant
  8. ICE publications related to library development (Four titles listed below – One copy for every five participants OR one copy per participant if preferred.):
     - *Libraries for All!* [ICE No. RE035]
     - *Setting Up and Running a School Library* [ICE No. ED204]
     - *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]
     - *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]

- **Handouts**
  Handout 1: Additional Information Resources for Library Projects
  Handout 2: Finding Information in Peace Corps ICE Publications
  Handout 3: Speed Dating ICE Resources
- **Trainer Materials**
  Trainer Material 1: Library Photos (refer to separate PowerPoint file)
  Trainer Material 2: Inspirational Quotes
  Trainer Material 3: Flip charts

Session Learning Objective(s):

1. Using four ICE publications, participants will identify five pieces of information that can be found in ICE publications to assist in establishing a local resource center or library.
2. Given descriptions of four ICE publications and time to review them with other participants in small groups, participants will use peer teaching to explain how the information in the publications is useful for a sustainable library development project.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes Trainer Material 1: Library Photos (refer to separate PowerPoint file) Trainer Material 2: Inspirational Quotes flip chart and markers	**Positive Aspects of Libraries** Participants reflect on statements about libraries; their own experiences with libraries; and the benefits libraries bring to communities. It is important to focus on the positive aspects of libraries when undertaking a sustainable library project. 1. Before session begins, set up computer and projector to present Trainer Material 1: Library Photos. Run this looping PowerPoint presentation as participants arrive and during the Motivation phase of the session. Alternatively, print out Trainer Material 1: Library Photos and post on the walls in the training space prior to arrival of participants. **Note:** If you print the photos and tape them on the walls, give participants a few minutes to walk around and reflect on the library photos. 2. Before session begins, hang the quotes in Trainer Material 2 around the walls. 3. Direct attention of participants to the looping PowerPoint of library photos. Say, "*Peace Corps Volunteers have been involved in library projects in all parts of the world and across the years. These photos are just a few examples*." 4. Next, direct the participants to the selection of inspirational quotes around the room. Invite participants to read a quote aloud to the rest of the group. 5. Say, *"Libraries impact people's lives in many places and in many ways. You have an opportunity to be part of that process."*

Phase / Time / Materials	Instructional Sequence
Trainer Material 3: Flip chart 1—Library Trainer Material 3: Flip chart 2—Benefits	6. Using Trainer Material 3: Flip chart 1, ask each participant to say one word that comes to mind when hearing the word "library." Write words on the flip chart, which will be displayed throughout the session. **Note:** Possible Responses: books, reading, literacy, boring, fun, quiet, silence, stories, computers, novels, videos, story hours, writing, research, databases, newspapers 7. Circle the most positive words supplied by the participants. 8. Using Trainer Material 3: Flip chart 2, ask participants for additional words that indicate the benefits a library or resource center can bring to a community. Write the words on the flip chart. **Note:** Possible Responses: literacy, information, education, fun, community cohesiveness, community space, meetings, Internet access, free materials, friendships, networking, access to a bigger world, safe place to study after school (especially for girls) 9. Indicate that the positive words on both flip charts are the aspects that need to be the focus of any successful library project. 10. Say, *"Volunteers are often approached by community members to help establish a library. Or, it may be that you see a need for recreational books in your school, or informational resources in the clinic where you work. If you decide to explore this possibility with your counterpart or community members, it is important to consider how to ensure a truly sustainable library project that will remain after you have returned to the U.S. The Peace Corps has some resources to assist you in this endeavor."*
Information 15 minutes CD-ROM, No. RE014K *Sharing Promising Practices* (one per participant) ICE publications: *Libraries for All!* [ICE No. RE035];	**ICE Publications for Library Projects** Participants are introduced to four ICE publications that are useful for library projects. If participants consider or engage in a library development project, these publications will provide guidance. 1. Distribute CD-ROM, No. RE014K *Sharing Promising Practices*: one CD-ROM for each participant. 2. Distribute the four ICE publications listed in Materials: Distribute one copy of each book for every five participants, or one copy per participant if preferred, as noted in Materials. 3. Say, *"Peace Corps Information Collection and Exchange – or 'ICE' – publishes training manuals, including publications that are relevant to sustainable library development. The CD-ROM Sharing Promising Practices contains over 160 publications covering most*

Phase / Time / Materials	Instructional Sequence
Setting Up and Running a School Library [ICE No. ED204]; *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]; *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086] (one copy of each book per small group of about five participants OR one copy per participant as noted in Materials)	*sectors and areas in which Volunteers serve. The print publications that we just distributed are the titles specific to library development. Many of these are also available in PDF format on this CD-ROM."* **Note:** Three of the four titles are available on the CD-ROM as of 2012; all four will be available on a CD-ROM, USB drive, or other digital format by 2013. 4. Hold up each title as you explain the relevance to community library projects, particularly in [insert country name] (see below). 5. ***Libraries for All!*** **[ICE No. RE035]:** Say, *"This is perhaps the single most comprehensive manual for non-librarians on how to set up and manage a small local library. The guide was written by Laura Wendell, a returned Peace Corps Volunteer (RPCV) who was not a librarian. Her community approached her concerning the need for a library in her community. This step-by-step guide is the result of her lessons learned and is now used to set up small libraries worldwide. It is available digitally from UNESCO in English, French, and Spanish."* Point out the table of contents and the topics included in each section. 6. ***Setting Up and Running a School Library*** **[ICE No. ED204]:** Say, *"This publication covers many of the same topics as in Libraries for All! but it is particularly useful for school libraries. The book was written specifically for British Volunteers, but it is applicable to Peace Corps Volunteers. This book includes practical advice on organizing books, systems for borrowing and lending, and book repair. Of particular note are the classification systems for organizing books, including a simplified version of the Dewey Decimal Classification System and a color-coding system for labeling books."* 7. ***Sources of Donated Books for Schools and Libraries*** **[ICE No. RE003]:** Say, *"This book is a listing of organizations that donate books internationally. ICE has contacted each of these organizations and the entries are specific to Peace Corps Volunteers and counterparts. You should read through all of the listings and the requirements of each organization before selecting potential donors for your community library. Read the section 'Book Donations and the Peace Corps' that explains Peace Corps policy and provides guidance on when and how to contact donors. Also read the section 'Consider Donated Books' for an understanding of how donated books impact the sustainability of a library project."* 8. ***PACA Using Participatory Analysis for Community Action: Idea Book*** **[ICE No. M0086]:** Say, *"The PACA Idea Book details several tools, such as community mapping and seasonal calendars that may be useful in developing a sustainable library project. For example, community mapping may assist early in the planning stage; seasonal calendars are useful for operational decision-making, such as the hours the library is open."*

Phase / Time / Materials	Instructional Sequence
Handout 1: Additional Information Resources for Library Projects (one copy per participant)	9. Distribute Handout 1, one copy per participant. 10. Say, *"In addition to the publications provided by Peace Corps ICE, there are other resources that may be useful in specific situations. This handout lists some possibilities for you to explore if or when you are ready to begin a library project. First, look locally and be creative. Many of the resources on this handout are specific to certain regions of the world or to specific types of libraries.* *For example, if you are working on a community health clinic library, you will want to review the publication listed in Handout 1,* HealthLink Resource Manual*. The manual produced by FAVL – Friends of African Village Libraries – is specific to Africa but it is useful for small library projects in any part of the world. Also, some of the resources on this list are in Spanish or French so you will want to consider language when reviewing possible resources. We do not have time to review all of this information today, but you are encouraged to consider these resources if you proceed."* 11. Ask participants, *"What questions do you have?"* Respond to any questions about the ICE resources from participants before proceeding.
Practice 20 minutes Handout 2: Finding Information in Peace Corps ICE Publications (one copy per small group)	**Finding Information in Peace Corps ICE Publications** In small groups, participants use Peace Corps ICE publications to answer five questions and then share the answers with the larger group. By seeking answers to specific questions, participants become familiar with the content of the library-related books. 1. Divide participants into small groups. Distribute Handout 2, one copy per small group. 2. Ask participants to use the ICE publications to answer the questions in Handout 2 and to include the name of the publication where the answer can be found. Allow 10 minutes. 3. Then, as a full group, review the five questions and responses one by one. Ask participants to read the question out loud and share the answer their group came up with. 4. Question 1: How many colors are recommended for a color-coded cataloging system? **Note:** Answer: 10 with "no color"; nine without; *Setting Up and Running a School Library*, p. 54 5. Question 2: What are the geographic areas of operation for Darien Book Aid Plan? **Note:** Answer: worldwide; *Sources of Donated Books for Schools and Libraries*, 2012 edition, p.7

Phase / Time / Materials	Instructional Sequence
	6. Question 3: What is one method of arranging bookshelves to maximize shelf space? **Note:** Answer: double-sided or back-to-back arrangements; *Libraries for All!,* 2009 edition, Fig. 28 on p.73 7. Question 4: What are three examples of what a library committee does? **Note:** Answers: set policies, recruit librarians, make reports, oversee finances, *Libraries for All!* pp.5-7 OR help select books, make management and budget decisions, popularize the library, help with book removal decisions, and decisions about which books can be lent, *Setting Up and Running a School Library,* pp.12-14 8. Question 5: Name two of the most common PACA tools that might be used during planning and development of a sustainable library project? **Note:** Answer: community mapping, seasonal calendars, daily activity schedules; *PACA,* table of contents or Chapter 5 9. Ask participants if they have any questions. 10. Say, *"These publications can be used as reference resources to answer quick questions and will also provide detailed guidance as you work on your library projects."* **Note:** Learning Objective 1 is assessed with this activity.
Application 25 minutes Handout 3: Speed Dating ICE Resources (one section per participant)	**Speed Dating ICE Resources** Each participant reviews one of the four ICE publications and then describes its usefulness to another participant in a one-minute speed-dating activity. The process is repeated for a total of three rounds. Participants will need to understand how to use the information in these publications if they decide to pursue a sustainable library development project. 1. Say, *"This speed dating activity will be a quick review of the resources we have been discussing and the situations where they will be useful in your library projects."* 2. Distribute Handout 3—one section per participant. 3. Say, "*Each of you has a slip of paper with the name of an ICE publication and numbered instructions. You will have five minutes to learn your resource in order to promote its usefulness to another participant.* ***Be sure to include at least one specific example of how the book could be used in a community in [insert country name].*** *For example,* Sources of Donated Books for Schools and Libraries *has lists of donors that we could contact for book donations in [insert country name]. I will let you know when to begin the speed dating, when you will find someone with a different assigned book and deliver your 'speech.' After one minute, listen to what your 'speed date' has to say about his or her book. This will complete Round One. We will repeat the process for a total of three rounds so you learn about all of the resources. You now have five minutes to review your book."*

Phase / Time / Materials	Instructional Sequence
	4. After five minutes, say, "*Let the speed dating begin!*" After one minute, notify participants that those who are speaking will now have one minute to listen to their partner. After the next minute has lapsed, notify participants that Round One is completed and everyone must find a new partner with a different assigned book title. Repeat the process for Rounds Two and Three. **Note:** Learning Objective 2 is assessed in the speed dating activity. 5. After the activity, lead a discussion by asking the following question for each title: "*What did you learn about this ICE publication that would help you with a library project in [insert country name]?*"
Assessment Takes place in various phases	Learning Objective 1 is assessed in Practice. There is a question/answer session in small groups, followed by large group review. See Handout 2: Finding Information in Peace Corps ICE Publications. Learning Objective 2 is assessed during Application. Participants teach other participants about the usefulness of specific ICE publications for a library project. During debriefing, participants explain what they learned from other participants about the usefulness of the books.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

Libraries for All! [ICE No. RE035]

Setting Up and Running a School Library [ICE No. ED204]

Sources of Donated Books for Schools and Libraries [ICE No. RE003]

PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]

Handout 1: Additional Information Resources for Library Projects

This list is not complete or exhaustive. Be sure to explore local resources, projects, and contacts and add them to this list for you and your library committee to consider.

LIBRARY MANUALS AND TRAINING RESOURCES:

Book Aid International (www.bookaid.org) publishes three brief guides (undated) relevant to sustainable library development, as part of the "Bringing Books to Life" series http://www.bookaid.org/our-work/publications/

Starting and managing a book collection http://www.bookaid.org/wp-content/uploads/2011/06/BBTL-Starting_and_managing_a_book_collection.pdf
Using books in the classroom http://www.bookaid.org/wp-content/uploads/2011/06/BBTL-Using_books_in_the_classroom.pdf
Running child friendly libraries http://www.bookaid.org/wp-content/uploads/2011/06/BBTL_Running_child_friendly_libraries.pdf

Each brief illustrated guide provides practical instruction and ideas. The website for UK-based Book Aid International offers additional research reports that may be of interest, particularly for those working with library development in Africa. Other Book Aid International publications, including "Sharing resources – how library networks can help reach education goals," are available on this page of its website: http://www.bookaid.org/our-work/publications/

Friends of African Village Libraries (http://www.favl.org) "FAVL has established and continues to manage and improve upon fifteen libraries, **ten in Burkina Faso, three in Ghana, one in Tanzania, and one in Uganda**. FAVL also supports the Uganda Community Library Association, with 80 member libraries."

- *Activities guide for librarians* http://www.slideshare.net/favlafrica/librarian-activities-guide
- *Manual for Village Librarians* (Friends of African Village Libraries-FAVL, Ghana). This is a guide with practical advice and ideas. http://www.favl.org/pdf/guides/librarian-manual-en-v17.pdf
- *Manuel pour les bibliothécaires de village* (provisoire) (in French, from Friends of African Village Libraries-FAVL, Burkina Faso). This is a guide with practical advice and ideas. http://www.favl.org/pdf/guides/manuel-pour-bibliothecaires-fr-v15.pdf

Hands Across the Sea (Caribbean) http://www.handsacrossthesea.net/
Hands Across the Sea is a nonprofit organization that provides books to schools and libraries in the Caribbean and works with library projects in the area, including Peace Corps Volunteer library projects.

Several literacy guides written by Peace Corps Volunteers are included on its website: http://www.handsacrossthesea.net/HandsResources.htm

***HealthLink Resource Centre Manual* (2nd edition, 2003).** This is an in-depth manual of 266 pages that is useful for those working with a health information center or any type of community resource center. From this page http://www.asksource.info/support/manual/who.htm, you can view the book in html by sections or follow a link to download the complete manual in PDF format. The introduction is also available in Arabic. Also note the "Useful Resources and Reading" at the end of the publication.

International Federation of Library Associations and Institutions (IFLA) (http://www.ifla.org/)
IFLA, an international professional association, has many resources of interest to librarians or persons involved in larger library projects, including the following:

- International Federation of Library Associations and Institutions (IFLA). Guidelines for children's library services
  http://www.ifla.org/files/libraries-for-children-and-ya/publications/guidelines-for-childrens-libraries-services-en.pdf
- IFLA. Guidelines for library-based literacy programs: Some practical suggestions.
  http://archive.ifla.org/VII/s33/project/literacy.htm
- IFLA. Guidelines for library services to babies and toddlers
  http://archive.ifla.org/VII/d3/pub/Profrep100.pdf
- IFLA. Guidelines for library services for young adults
  http://www.ifla.org/files/libraries-for-children-and-ya/publications/ya-guidelines2-en.pdf

Libraries for All! (UNESCO; available in English, French, Spanish)
http://opentraining.unesco-ci.org/cgi-bin/page.cgi?g=Detailed%2F337.html;d=1
This is the original 1998 version of the UNESCO-funded publication, written by RPCV Laura Wendell, and available in English, French, or Spanish from this page. The Peace Corps has reprint permission for the English version, which excludes the outdated resources list appendix – this is the publication that is distributed through Peace Corps Information Collection and Exchange (ICE) – Publication No. RE0035.

Osu Children's Library Fund
Based in Manitoba, Canada, the Osu Children's Library Fund runs libraries in Ghana, with library and literacy projects in several other African countries. It offers several publications, including a brief manual (English and French versions), as well as three publications for reading and literacy programs:
http://www.osuchildrenslibraryfund.ca/about-oclf/approach/

Osu Children's Library Fund. How to set up community libraries for children
http://osu.cs-tech.org/wp-content/uploads/2010/01/How-to-Set-Up1.pdf

Osu Children's Library Fund. Comment établir une Bibliothèque communautaire pour Enfants
http://osu.cs-tech.org/wp-content/uploads/2010/01/guidelines-in-French.pdf

Pamoja: A Learning Activity for the Information Age (copyright 1999 by Gail Wadsworth and Wendy D. White) http://www.library.illinois.edu/mortenson/pamoja.html
From this page, you can read the introduction and download the PDF and Word files that are part of the interactive training resource. "Pamoja is a hands-on activity that brings to life the importance of libraries around the world. Participants work together in teams to create countries with their own cultures and information resources. Then they negotiate with other countries in a fast-paced effort to improve their resources."

Thinking Outside the Borders: Library Leadership in a World Community: A Manual for Professional Development (Mortenson Center for International Library Programs, University of Illinois, 2008).
http://www.library.illinois.edu/mortenson/book/contents.html
This publication is the culmination of a three-year project at the Mortenson Center, which hosted leadership institutes with participants from around the world. Feedback was collected and used to guide the development and refinement of institute programs.

WebJunction (www.webjunction.org)
The mission of WebJunction is "to promote learning for all library staff by providing open, affordable online learning communities." The key clients are small public and rural libraries in the U.S., but some of the resources are of value to library workers in any part of the world. Training includes free webinars on topics such as "grant writing for libraries serving children" and "marketing the small & rural library." (Online courses are for members only.) There is also a collection of news and information grouped by specific library topic, such as leadership, library service, technology, and staff training.

PEACE CORPS RESOURCES

Information Collection and Exchange (ICE). ICE is a unit of OPATS (Overseas Programming and Training Support) and led the development of the Sustainable Library Development training package. ICE publishes training manuals, supports the network of IRCs (Information Resource Centers) at all of the Peace Corps posts, and provides other technical training information support for the agency. To order ICE publications, talk to the IRC manager at your post, and/or send an email to iceorders@peacecorps.gov

Library Manuals from Posts and Volunteers
Selected materials only – let us know about others! These documents are currently available on a staff shared drive: S:\@Agency_All\CEN\ICE\IRC Information Resource Centers\Library Manuals - Volunteers. They will later be available on an agencywide information-sharing platform that is under development. As of June 2012, the folder collection holds manuals from Bolivia, Dominican Republic, Paraguay, and Vanuatu.

NPCA National Peace Corps Association (http://www.peacecorpsconnect.org/)
The NPCA member groups form a key part of the Peace Corps community. Member groups (http://www.peacecorpsconnect.org/resources/member-groups/) include country of service groups as well as RPCV groups by U.S. geographic state or region. One of these groups may be able to support your project.

Peace Corps Partnership Program (PCPP) projects
(https://www.peacecorps.gov/index.cfm?shell=donate.contribute.donatenow
Some Peace Corps Volunteer library projects seek additional funding or support through the Peace Corps Partnership Program. On the website, you can see a list of all current PCPP projects seeking funding. Scroll through the list to find library-related projects. Reading about these projects may provide ideas for a library project in your community.

Small Project Assistance (SPA) and other small U.S. grants
Some countries have access to SPA funds or other U.S. small grant funds. Check with Peace Corps staff in your country. Also, the ICE publication, *SPA: Small Project Assistance Program, Supporting Sustainable Community Development: Idea Book* (M0082) provides general ideas about how these funds work. As of June 2012, the small grant program guidelines and grant-writing materials are being re-written and will be useful tools once available.

OTHER RESOURCES

Book Donations for Development, UNESCO, 2005.
http://unesdoc.unesco.org/images/0013/001394/139429e.pdf
This 70-page publication includes important information and issues to consider before undertaking any book donation project, including the impact of book donations on the reader, creative activity, local publishing, and distribution activities.

International Children's Digital Library (http://en.childrenslibrary.org)
"The ICDL Foundation promotes tolerance and respect for diverse cultures by providing access to the best of children's literature from around the world….The International Children's Digital Library won the American Library Association President's 2010 Award for International Library Innovation. The ICDL was also named one of 25 Best Websites for Teaching and Learning by the American Association of School Librarians." Various children's books in many languages can be found here!

***Libri: International Journal of Libraries and Information Services*.** Issues of this journal from 1999 through March 2009 are available at no charge from this site: http://librijournal.org/issues.html Most of the more current issues (see links on page) are not available without making a payment.

Research articles posted on the Friends of African Village Libraries website ("links"):

"Modelling the rural community library: Characteristics of the Kitengesa Library in rural Uganda," by Valeda Frances Dent, *New Library World*, Vol. 107 No. 1220/1221, 2006, pp. 16-30. (http://kitengesalibrary.org/images/modellingarticle.pdf)
This research article provides practical information and advice, particularly in the areas of library governance and management, based on the experiences of a rural library program in Uganda.

"How Much do Village Libraries Increase Reading? Results from a Survey of 10th Graders in Burkina Faso," Michael Kevane and Alain Sissao. *LIBRI: International Journal of Libraries and Information Services*, 2008, 58(3): pp. 202-210. (http://librijournal.org/pdf/2008-3pp202-210.pdf)

"The cost of getting books read in rural Africa," Michael Kevane and Alain Sissao. (http://www.favl.org/pdf/Kevane_Africa.pdf)

"A rural community library in Africa: A study of its use and users," by Valeda Denta and Lauren Yannotta, *Libri,* 2005, vol. 55, pp. 39–55. http://www.librijournal.org/pdf/2005-1pp39-55.pdf
Primary research at the Kitengesa Library in Uganda looked at the impact of the library on the reading habits of library users.

UNESCO (www.unesco.org)
UNESCO has supported and published some important research and policies related to libraries, literacy, and education worldwide:

UNESCO Basic Learning Materials Initiative
http://www.unesco.org/education/blm/blmintro_en.php
UNESCO Education for All
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/
UNESCO Public Library Manifesto
http://www.unesco.org/webworld/libraries/manifestos/libraman.html
UNESCO/IFLA School Library Manifesto
http://www.unesco.org/webworld/libraries/manifestos/school_manifesto.html

United States Department of State

Bureau of International Information Programs, American Corners and Binational Centers (http://www.state.gov/r/iip/)
Bureau of Educational and Cultural Affairs, Office of English Language Programs (http://exchanges.state.gov/englishteaching/index.html) – publishes *English Teaching Forum* and other resources; sponsors scholarships and educational exchanges.

LIBRARY ASSOCIATIONS, NGOs, and SUPPORT ORGANIZATIONS

Don't forget local (national), regional, or neighboring country library associations – these are invaluable resources and contacts for anyone working on a local library or resource center project. Ask around!

American Library Association (ALA) (www.ala.org)
Founded in 1876 and based in the United States, ALA is the oldest and largest library association in the world. There are currently about 62,000 members. "American Library Association was created to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." ALA operates through several divisions and committees, as well as numerous local chapters. Although focused on the U.S., ALA does have international members and the IRC-International Relations Committee, IRRT-International Relations Roundtable, and ISLD-International Sustainable Libraries Development Working Group all have international objectives and activities. The ISLD webpage is: http://www.ala.org/irrt/irrtcommittees/isld/isld.

CODE (http://www.codecan.org/code)
Project undertaken with the Canadian government and CIDA, the Canadian government International Development Agency. "We work with local organizations in developing countries to empower children to learn. In so doing, we deliver an essential, sustainable development solution that endures. Our programs support libraries and teacher training as well as national and local book publishing in about 20 languages in Africa and the Caribbean." The "Burt Award for African Literature Collection" and the "Liberia Collection" highlight specific award-winning children's books that are published locally in various languages.

EIFL (www.eifl.net)
"Working in collaboration with libraries in more than 60 developing and transition countries in Africa, Asia, Europe, and Latin America, EIFL enables access to knowledge for education, learning, research and sustainable community development. EIFL is an international not-for-profit organisation based in Europe with a global network of partners. We run a wide range of programmes and events designed to increase access to knowledge." Major EIFL programs are centered on licensing; intellectual property; open access advocacy; and free and open source software for libraries.

International Association of School Librarianship (IASL) (http://www.iasl-online.org/)
"The mission of the International Association of School Librarianship (IASL) is to provide an international forum for those people interested in promoting effective school library media programs as viable instruments in the educational process. IASL also provides guidance and advice for the development of school library programs and the school library profession. IASL works in cooperation with other professional associations and agencies. Membership is worldwide, and includes school librarians, teachers, librarians, library advisers, consultants, educational administrators, and others who are responsible for library and information services in schools. The membership also includes professors and instructors in universities and colleges where there are programmes for school librarians, and students who are undertaking such programmes."

International Federation of Library Associations (IFLA) (http://www.ifla.org)
"The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession…." Traditionally, the membership of IFLA has been more focused on associations and institutions rather than individual memberships. The organization is truly international and its annual conference rotates around the world to different countries. A current Key Initiative for the organization is International Librarianship Leadership Development, administered through the IFLA ALP Action for Development through Libraries programme. The program works to strengthen library associations and support specific small projects. Many of the project reports can be found here: http://www.ifla.org/en/alp. IFLA publishes a large number of reports, policy statements, and other publications of interest, including a quarterly journal and regular statistical publications.

IREX (www.irex.org)
IREX is an international nonprofit organization with program activities in over 100 countries. Within the technology for development program area, IREX has a strong focus on libraries. The Global Libraries program works primarily in Romania and Ukraine; the Beyond Access: Libraries Powering Development initiative is global. "Beyond Access is a global community of public library advocates and practitioners who believe libraries are an untapped resource in addressing the world's most pressing development challenges." http://www.irex.org/project/beyond-access-libraries-powering-development

Libraries without Borders (LWB) (www.librarieswithoutborders.org/)
"Libraries Without Borders (LWB) is a 501(c)(3) non-profit organization devoted to facilitating the growth of libraries in the developing world. Access to knowledge is a key factor in social and economic development. By facilitating the growth of libraries in Africa, Asia and the Americas, LWB aims to provide the knowledge that is the engine of human development. With staff in New York and California, LWB is an office of Libraries Without Borders / Bibliothèques sans frontières (LWB/BSF), an international network of associations working together to promote knowledge-based development in under-served areas of the world. Created in 2007 on the

initiative of French historian Patrick Weil, LWB/BSF today has offices in France, Belgium and the United States. Together, they oversee more than 20 programs in 15 countries..."

Mortenson Center for International Library Programs, University of Illinois
http://www.library.illinois.edu/mortenson/
"The mission of the Mortenson Center for International Library Programs is to strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace. Over 900 librarians from more than 90 countries have participated in professional development programs offered by the Mortenson Center, the only one of its kind in the world." (The Mortenson Center publication *Thinking Outside the Borders* is noted above.)

Save the Children (www.savethechildren.org)
Save the Children is a U.S.-based nongovernmental organization supporting children around the world. The organization works in multiple program areas, including child protection, health and nutrition, and education. One education initiative, "Literacy Boost," measures children's reading skills, trains teachers, and gets communities involved in literacy. The *Community strategies for promoting literacy* flip book, published by Save the Children with World Vision, "serves to detail the importance of oral language development and the many ways that all of us can promote it in our daily lives. It also gathers strategies for use by those who can read to work with children to read more often, more fluidly and with greater discussion and comprehension in their daily lives." (http://www.savethechildren.org/atf/cf/%7B9DEF2EBE-10AE-432C-9BD0-DF91D2EBA74A%7D/literacy-flipbook-2010.pdf.)

SLA – Special Libraries Association (www.sla.org)
Founded in 1909, SLA is a U.S.-based international membership organization of information professionals and librarians, particularly those working in non-traditional library environments such as corporations or non-traditional roles such as knowledge management specialists.

WEBSITES OF LIBRARY PROJECTS (selected)
The websites of these library projects offer additional information about setting up and running a library.

African Library Project (Lesotho, Swaziland, Botswana, Malawi, and Ghana)
http://www.africanlibraryproject.org

Books Open the World (Uganda) http://www.booksopentheworld.org/

Ethiopia Reads (Ethiopia) http://www.ethiopiareads.org

Family Literacy Project (South Africa) http://www.familyliteracyproject.co.za/
[See this article posted on the site: "Experiments in the provision of rural community libraries in South Africa: the Family Literacy Project's Initiatives."]
http://www.familyliteracyproject.co.za/pdf/FLPCommunityLibrariesInnovation32.pdf

Friends of African Village Libraries (FAVL) - (Burkina Faso, Ghana, Tanzania, and Uganda) www.favl.org

Hands Across the Sea (Caribbean) http://www.handsacrossthesea.net/

The Hester J. Hodgdon Libraries for All Program / San Juan del Sur Biblioteca (Nicaragua) http://www.sjdsbiblioteca.org/

Kigali Public Library (Rwanda) http://www.kigalilibrary.org/

Librarians without Borders (http://lwb-online.org/)
Formed in 2005, as of June 2012, Librarians without Borders had a project in Guatemala, another in Ghana, and a potential project underway in Haiti. The organization works closely with student committees at five Canadian universities.

Lubuto Library Project (Zambia) http://www.lubuto.org/

Osu Children's Library Fund (libraries in Ghana, projects in Tanzania, Zimbabwe, Burkina Faso, Uganda, Cameroon, and the Philippines) http://www.osuchildrenslibraryfund.ca/about-oclf/approach/

READ Global (Bhutan, India, Nepal) http://www.readglobal.org/

Riecken Community Libraries / The Riecken Foundation (Honduras, Guatemala) http://www.riecken.org/

Room to Read (Bangladesh, Cambodia, India, Laos, Nepal, Sri Lanka, South Africa, Tanzania, Vietnam, Zambia) http://www.roomtoread.org

Rupununi Learners (Guyana) http://www.rupununilearners.org/default.htm

Segenat Foundation (Ethiopia) http://segenatfoundation.org

LOCAL RESOURCES AND EXPERTISE:
Local library expertise – does your country have a library or librarians professional association of any kind? A network of public libraries? These are important contacts!

- Library/librarian associations
- Government offices
- NGOs – international, local
- United Nations agencies
- Universities, colleges – libraries
- Public libraries
- U.S. Embassy / U.S. Embassy IRC
- U.S. American Corners

Handout 2: Finding Information in Peace Corps ICE Publications

Use the ICE publications presented to answer the following questions. Include the name of the publication (and page numbers) where you found the answer.

1. How many colors are recommended for a color-coded cataloging system?

2. What are the geographic areas of operation for Darien Book Aid Plan?

3. What is one method of arranging bookshelves to maximize shelf space?

4. What are three examples of what a library committee does?

5. Name two of the most common PACA tools that might be used during planning and development of a sustainable library project?

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5. Name two of the most common PACA tools that might be used during planning and development of a sustainable library project?

Handout 3: Speed Dating ICE Resources

Photocopy and cut along the dotted lines. Make enough copies for each participant to receive one section.

Libraries for All! [ICE No. RE035]

1. Take 5 minutes to learn about the usefulness of this book for someone considering or undertaking a library project. Include at least one specific example of how the book could be used in a community in this country.
2. When speed dating begins, you will have one minute to find someone with a different book and deliver your "selling speech." Then listen for one minute to what your "speed date" has to say about his or her book.
3. After Round One, you will be asked to find a new "speed date" with a different assigned book. Repeat the process for a total of three rounds.

Setting Up and Running a School Library [ICE No. ED204]

1. Take 5 minutes to learn about the usefulness of this book for someone considering or undertaking a library project. Include at least one specific example of how the book could be used in a community in this country.
2. When speed dating begins, you will have one minute to find someone with a different book and deliver your "selling speech." Then listen for one minute to what your "speed date" has to say about his or her book.
3. After Round One, you will be asked to find a new "speed date" with a different assigned book. Repeat the process for a total of three rounds.

Sources of Donated Books for Schools and Libraries [ICE No. RE003]

1. Take 5 minutes to learn about the usefulness of this book for someone considering or undertaking a library project. Include at least one specific example of how the book could be used in a community in this country.
2. When speed dating begins, you will have one minute to find someone with a different book and deliver your "selling speech." Then listen for one minute to what your "speed date" has to say about his or her book.
3. After Round One, you will be asked to find a new "speed date" with a different assigned book. Repeat the process for a total of three rounds.

PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]

1. Take 5 minutes to learn about the usefulness of this book for someone considering or undertaking a library project. Include at least one specific example of how the book could be used in a community in this country.
2. When speed dating begins, you will have one minute to find someone with a different book and deliver your "selling speech." Then listen for one minute to what your "speed date" has to say about his or her book.
3. After Round One, you will be asked to find a new "speed date" with a different assigned book. Repeat the process for a total of three rounds.

Trainer Material 2: Inspirational Quotes

"I'd be happy if I could think that the role of the library was sustained and even enhanced in the age of the computer."

Bill Gates, (*The New York Times,* November 6, 2002)

“A library is not just a building full of books. It is a garden to cultivate individuals.”

Secretary-General of the United Nations Ban Ki-Moon (January 30 ceremony establishing a school library in Addis Ababa, Ethiopia, UN News Centre, Jan. 31, 2012.)

“Libraries are on the front line in the assault on illiteracy.”

Sophy Burnham (*The Washington Post*, p. B8, May 4, 2003)

“A library is not a basic service. It is merely an essential one.”

Susan Goldberg (*Library Journal*, p. 29, March 15, 1993)

“Some things are better when they’re new. Information is better when it’s used.”

(Focus on EEI, Winter 1994)

“Women who have basic literacy skills not only gain the ability to read text but that ability creates a change in the way they view the world.”

Judy Mann (*The Washington Post*, p.F11, March 8, 1995)

“It is impossible to have sustainable and equitable development without free access to reliable and accurate information.”

Djilali Benmouffok (IDRC Reports, January 1993)

“I have one year left in Vanuatu and one of my main goals is to make sure the library continues to thrive after I leave. Luckily, I have a headmaster who recognizes the importance of, and is very enthusiastic about, the project and we have already scheduled a few more library workshops for the upcoming year to start things off with a bang. I feel that the more the teachers recognize the library as a valuable resource for instruction and use it as such, the less likely they will let this important resource fall to the wayside in the future.” Kerry Davis, Peace Corps/Vanuatu Volunteer (2009-2011)

“A converted school bus bounces over dusty cobblestones and rumbles to a stop by the central plaza and church. Within minutes, a class of excited fourth-graders forms a line to show the bus driver clean hands before they board the Bibliobus (library bus) to get their hands on something their town doesn’t have: books.”

Linda Whinnery (ALA International Leads, p.1, June 2005)

“The past few months, I have made plans with my colleagues to make a resource room for our Catholic AIDS Action office. We are hoping to create a space that our volunteers and community members can use for training sessions and to assist in literacy efforts. The project is still a work in progress, and we would like to attain furniture, books, and a computer with a printer. By collecting a small fee for computer use and printing, we hope to earn enough to use toward our fund for orphans and other vulnerable children.” Carly Hodgins, Peace Corps/Namibia Volunteer (*The Marion Star*, June 22, 2009)

“The major success of this project [is] kids playing with puzzles or didactic games on the floor, students studying for class, parents seated on the sofa reading a book, the smile, and pride, the feeling that the people of the community accomplished something so big, so great in their lifetime.”

Marcus Gaudet, Peace Corps/Bolivia Volunteer (Karen Fjeld, “The Peace Corps Partnership Program: Building Libraries Worldwide,” American Libraries, p.41, January 2006)

“Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

Maya Angelou (Reading Connection - Facebook, April 7, 2012)

Trainer Material 3: Flip charts

Flip chart 1—Library

Library

Flip chart 2—Benefits

Benefits

Session: Introduction to Sustainable Library Development

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale:	This session introduces the concepts of sustainability and "first, do no harm" in the context of library development.
Target Audience:	IST participants – Volunteers or Volunteers and counterparts
Trainer Expertise:	IRC manager or technical trainer with knowledge of libraries
Time:	75 minutes
Prerequisites:	None
Version:	Feb-2013
Contributing Posts:	PC/Albania PC/Lesotho PC/Morocco PC/Paraguay PC/Philippines PC/South Africa

Session: Introduction to Sustainable Library Development		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan and handouts.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Photocopy handouts.
5. Review Trainer Material 1: Library Photos PowerPoint. Adapt to local context, if appropriate, and add any post-specific library photos, if available.
6. Set up computer and projector. Alternative: Print out Trainer Material 1: Library Photos and post on the walls in the training space prior to arrival of participants.
7. Prepare Trainer Material 2: Flip chart—What does sustainability look like for a library?

Materials:

- **Equipment**
  1. Flip chart
  2. Markers
  3. Pens or pencils for all participants
  4. Masking tape
  5. Watch, clock, or timer
  6. Computer with PowerPoint and projector – if available
  7. ICE publication (for reference): *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]
- **Handouts**
  Handout 1: Starting a Library Project: One Volunteer's Story
  Handout 2: The Principle of "Do No Harm" and "Book Dumping"
  Handout 3: Volunteer Library Project Stories
  Handout 4: Community Assets for Library Development
- **Trainer Materials**
  Trainer Material 1: Library Photos (refer to separate PowerPoint file)
  Trainer Material 2: Flip chart—What does sustainability look like for a library?
  Trainer Material 3: Volunteer Library Project Stories—Possible Responses

Session Learning Objective(s):

1. After discussing "First, Do No Harm," participants will identify at least three unintended negative consequences of "Book Dumping."
2. After reviewing case studies of Volunteer involvement in Library projects, participants will identify the characteristics of a sustainable library project.
3. Individually, participants will identify at least three assets in their communities that are relevant to establishing a local resource center or library.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes Trainer Material 1: Library Photos (refer to separate PowerPoint file) Handout 1: Starting a Library Project: One Volunteer's Story	**Volunteer Involvement in Library Projects** Some statistics on Peace Corps Volunteer involvement in library projects are provided in this section. Participants will read an example of one successful Volunteer library project that illustrates the importance of sustainability in the library context. 1. Before session begins, set up computer and projector to present Trainer Material 1: Library Photos. Run this repeating PowerPoint presentation as participants arrive and during the Motivation phase of the session, or print out Trainer Material 1: Library Photos and post on the walls in the training space prior to arrival of participants. **Note:** If you print the photos and tape them on the walls, give participants a few minutes to walk around and reflect on the library photos. 2. Direct attention of participants to the looping PowerPoint of library photos. Say, "*Peace Corps Volunteers have been involved in library projects in all parts of the world and across the years. These photos are just a few examples*." 3. Say, *"According to the 2011 All Volunteer Survey, 12 percent (805) of Volunteers indicate that library development is part of their primary assignment or work. And, 18 percent (1,145) of Volunteers say that library development is part of their secondary activities.* *We are all here today because each one of you might be interested in starting a library project. We also know that community involvement is at the core of all development work. We are going to read about the experience of one Peace Corps Volunteer who started a library project with her community."* 4. Distribute Handout 1, one copy per participant. 5. Ask participants to read the story and think about how the community was involved in this library project. 6. After five minutes, lead a discussion by asking participants, *"What qualities or assets did this community have that enabled a library project to develop successfully?"* **Note:** Possible qualities or assets include: villager interest in reading; value placed on education; literacy teacher who provided space; local sources for books in local languages and French; sources of funding.
Information 20 minutes	**"First Do No Harm"** The ethical concept of "First, Do No Harm" is explained in the context of sustainable library development. Participants consider "book dumping" as a practice with unintended negative consequences and explore options for book donations.

Phase / Time / Materials	Instructional Sequence
	1. Say, *"The library project in Yikpa, Togo, West Africa, is one example of a Peace Corps Volunteer participating in the development of a sustainable community library. A library project in your community may 'look' different. All libraries are unique because all communities are unique. There are no guarantees and there is no one formula for success.* 2. *In this session, we will look at two primary concepts that impact library development:* • *Sustainability* • *Ethics of 'First Do No Harm'* 3. *Volunteers and development workers need to engage in actions that promote sustainability and avoid causing unintended harm.* 4. *Through the years, many well-meaning Volunteers, NGOs, and others have started libraries that have since disappeared or fallen into disrepair or worse. Has anyone seen or heard of libraries like this, for example where the books are locked in cabinets? – what other types of problems would characterize an unsuccessful library project?"* (lead a brief discussion) **Note:** Possible Responses: Libraries are left unstaffed; libraries are un-used; books and materials are missing or gone or eaten by rats and insects, etc. Say, *"We all want to be sure that Volunteer library projects do not end this way. An important consideration for all development projects – including library development projects – is sustainability."* 5. Say, "*The most widely used definition of sustainability is from the Brundtland Commission of the United Nations: ' … development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'*[1]*"* 6. Say, "*The Peace Corps philosophy of sustainability for Volunteer projects is summarized in the* PACA Idea Book *(p. 10): '**Development is said to be sustainable when it is able to continue on its own without outside support.** For the Peace Corps, sustainable development is a process in which men and women learn to build on their own strengths, to take charge of their lives, and to address their expressed needs' … "* 7. Display Trainer Material 2: Flip chart.

[1] United Nations General Assembly (March 20, 1987). "*Report of the World Commission on Environment and Development: Our Common Future*; Transmitted to the General Assembly as an Annex to document A/42/427 - Development and International Co-operation: Environment; Our Common Future, Chapter 2: Towards Sustainable Development; Paragraph 1". United Nations General Assembly. http://www.un-documents.net/ocf-02.htm. Retrieved 30 March, 2012.

Phase / Time / Materials	Instructional Sequence
Trainer Material 2: Flip chart– What does sustainability look like for a library?	8. Ask for volunteers to read aloud each bullet, one by one, to the group. 9. Summarize by explaining that project sustainability depends on whether it is: • Culturally sustainable • Politically sustainable • Economically sustainable • Managerially sustainable • Environmentally sustainable[2] Say, "*By addressing these issues at the beginning of the planning process, you and the community will be more likely to create a meaningful project that has the impact you desire.*" 10. Say, *"An issue related to sustainability is the principle of 'First, Do No Harm.'"*
Handout 2: The Principle of "Do No Harm" and "Book Dumping."	11. Distribute Handout 2, one copy per participant. Ask participants to silently read the first section of the handout. Allow time for reading and then ask for a volunteer to summarize the concept of "First, Do No Harm." **Note:** The key point is to avoid unintended negative consequences. 12. Say, "*Let's consider the ethical responsibilities of a Volunteer in a library development project. One unintended negative consequence specific to libraries is known as 'book dumping.'"* 13. Ask participants to take five minutes to read the article about book dumping. Lead a discussion by asking the following questions: • Does "book dumping" occur in [insert country name]? If so, what are some of the consequences? **Note:** Possible Responses: Donors spend too much money; recipients may incur shipping costs; recipient may not know in advance what books will be sent; damage to local book trade/publishers; damages market for local writers; negative effect on literacy in local languages; culturally inappropriate books may be received • Can anyone provide examples of appropriate book donations in [insert country name]? **Note:** 1) Possible Responses: Books selected by the recipients (!); books purchased from local (or regional) book dealers; books published in local languages; books that match the needs of the local library users; small book donations that are a stop gap until local materials can be obtained; research materials, books and journals that cannot be obtained locally (or regionally) 2) Learning Objective 1 is assessed with this activity.

[2] *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086], p. 10.

Phase / Time / Materials	Instructional Sequence
	14. Say, *"If or when you start a library development project, you will need to consider ethical issues such as 'book dumping' and how best to avoid negative consequences. Let's look now at some Volunteer library projects and how some of these issues were addressed."*
Practice 25 minutes Handout 3: Volunteer Library Project Stories Trainer Material 3: Volunteer Library Project Stories—Possible Responses	**Volunteer Library Project Stories** In small groups, participants read their assigned Volunteer library project stories and then discuss: sustainability, local assets, Volunteer involvement, and unintended consequences. These issues will be important for participants to consider in their own future library projects. 1. Distribute Handout 3, one copy per participant. 2. Divide the participants into small groups and assign one story per group. 3. Say, *"Read the assigned story and consider the listed questions at the end of the story. Each group should be prepared to report back to the larger group by summarizing the story and the group's responses. You have five minutes for the group work."* • How or why did the Volunteer become involved in library development? • What local assets were used in this project? • Is this library project sustainable? (how, why) • Do you foresee any unintended negative consequences? **Note:** For possible responses to these questions, see Trainer Material 3. 4. After five minutes, refocus the participants. Ask for each group representative to summarize the assigned story and the group's responses to the questions. Each group should take no more than three minutes to report. **Note:** Learning Objective 2 is assessed with this activity. 5. Say, *"In these stories you have seen examples of Volunteer library projects and the variety of assets that may be available in a community to support sustainability and avoid unintended negative consequences."* 6. Ask participants, *"What questions do you have?"*
Application 15 minutes	**Your Community** This activity provides an opportunity for participants to identify local assets relevant to a library project in their own communities.

Phase / Time / Materials	Instructional Sequence
Handout 4: Community Assets for Library Development	1. Distribute Handout 4, one copy per participant. 2. Direct participants to form small groups by community or to work individually if there is only one participant per community. 3. Say, *"Think about the case studies and discussions we have had about sustainability, ethics, and other issues in library development. Think about your community. Identify the assets in your community that will help set up and manage a sustainable community library. Use the worksheet to take notes. After five minutes we will review as a group."* 4. After five minutes, lead a brief discussion by asking participants to share their responses. **Note**: 1) Possible Responses: community interest in commitment; space for library; books; sources of funding; possible staff 2) Learning Objective 3 is assessed with this activity. 5. Say, *"Every community has assets that can be used as the basis for a successful, sustainable community project. The same is true for a library project."* **Note**: If you are presenting 'Steps for Setting up a Library,' you could add: "*In a future session, we will look at the steps for setting up a library.*"
Assessment	Learning Objective 1 is assessed during Information. Participants discuss the consequences of "book dumping." Learning Objective 2 is assessed in Practice. Participants work in small groups to review a specific library project and answer questions about sustainability and the concept of "First, do no harm." Small groups then report their findings to the full group. Learning Objective 3 is assessed during Application when participants are asked to identify the assets in their own communities and record them on a worksheet. In debriefing, participants are asked to share their responses with the full group.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

- *Libraries for All!* [ICE No. RE035]
- *Setting Up and Running a School Library* [ICE No. ED204]
- *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]
- *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]

Handout 1: Starting a Library Project: One Volunteer's Story

Read the story below and consider how the local community was involved in this library project and how this encouraged sustainability.

Obies and the Peace Corps: A Longtime Engagement[3] (cont'd)

A World of Words by Bonnie. S. Lawrence

"WHEN LAURA WENDELL '90 ARRIVED IN TOGO, WEST AFRICA, AS A PEACE CORPS VOLUNTEER, HER PLAN WAS TO HELP TOGOLESE VILLAGERS BUILD AND MAINTAIN FISH PONDS.

But as she discovered the true needs of the village of Yikpa, she found herself coordinating an entirely different project: establishing a village library.

As momentous as the task was for the village, ultimately it was even more significant for Wendell: it helped shape her life's work. Opening a tiny library in the small African town, and realizing that similar needs existed worldwide, spurred her to initiate the World Library Partnership, a nonprofit organization that provides financial help and advice to libraries in developing nations.

Libraries were far from her mind when Wendell arrived in Yikpa in late 1991. Armed with a Oberlin degree in biopsychology and Peace Corps training in fisheries, the New Jersey native set out to help the villagers improve the management of their fishponds. Yet she soon discovered that government plans don't always jibe with residents' wishes. The villagers in Yikpa had no interest in raising more fish.

So Wendell scrapped the fisheries project and moved on to others, including poultry vaccination and farming experiments, none of which captured the imaginations of the townspeople. It wasn't until a man who taught a literacy class for older women approached her about obtaining books for the class that she was struck with the idea for a library. "A lot of thoughts clicked in my head at once," she says.

[3] Excerpted with permission from *A World of Words* by Bonnie S. Lawrence, "Obies and the Peace Corps: A Longtime Engagement (cont'd)," Oberlin Alumni Magazine, Summer 2000. (http://www.oberlin.edu/alummag/oamcurrent/oam_summer_00/peace2.html)

Wendell had seen the villagers' intense interest in the written word and the value they placed on education. Many came to her house to peruse her American magazines, despite their illiteracy in English. And she had often seen villagers reading tattered paperbacks late into the night under the street light at the Peace Corps compound.

She realized that the need for books was great, not just for the literacy class, but for the whole community. "I had yet to figure out a project that the villagers were excited about, and the library set them afire."

Wendell and the literacy teacher, local shopkeeper Norbert Adewuho, sought book donations from local sources such as the U.S. Embassy library and a grant from the Friends of Togo (a group of returned Peace Corps volunteers). They also raised funds themselves, buying books in both French, the language taught in Togolese schools, and Ewe (EH-vay), the local language. The books, which they placed on shelves in Norbert's popular little store, included state textbooks, fiction by African authors, books on agriculture and health, encyclopedias, and American classics.

Those 200 books were Yikpa's first library. To Americans, accustomed to libraries with thousands of volumes and computers and Internet access, a few shelves of books may seem trivial. But to villagers in Yikpa, that small collection was a wondrous thing.

"One older man holding a book said to me, 'Before I saw these books in Ewe, I thought only white people wrote books,'" Wendell says.

Circulation figures proved the library's popularity. Although Yikpa had only 200 residents, the book sign-out register logged 2,000 entries in the first month. The villagers even coined a new word in Ewe for the tiny library: "book reading place."

With the success of the project immediately evident, Wendell and the villagers came to appreciate the need for a real library. On a trip home to the States, Wendell raised $3,000--mostly from family and friends. In 1994, a two-room library, built by the villagers themselves, opened for business. Over time the building has become a true community center, hosting literacy classes, story times, and discussion groups....”

Handout 2: The Principle of "Do No Harm" & "Book Dumping"

"First, Do No Harm"[4]

An issue related to sustainability is the principle of 'First, Do No Harm.' The following passage is from material created by Peace Corps field staff in the context of health projects, but it works equally well in the context of library development:

> The principle of "First, Do No Harm" is most closely associated with medical and pharmacological ethics, serving as a powerful reminder that every medical and pharmacological decision and/or action taken has the potential to cause unintended, harmful consequences. This same principle has its place at the foundation of grassroots community development.
>
> It is the ethical responsibility of all development workers to design and implement programs through a careful analysis of contextual factors, such as cultural norms, socio-economic status, stigma and discrimination, gender roles and dynamics, religion, tradition, political climate, local power structures, etc. It is important to identify program characteristics that can result in unintended negative consequences when implemented in a specific context. Development workers should also identify supportive contextual factors that may aid program strategies that promote positive outcomes. Ethical issues, and the principle of "Do No Harm," must be considered during all phases of project planning and implementation, including monitoring and evaluation.

In summary, the principle of "First, Do No Harm" requires the development worker to avoid unintended negative consequences and to consider ethical issues during all phases of project planning and implementation. Book dumping is an example of unintended negative consequences.

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[4] Jolie Dennis, Peace Corps Uganda 2010, "First, Do No Harm – Preventing Unintended Negative Consequences in Peace Corps Programming."

Book Dumping[5]

"….Many book donation programs, though well-intentioned, engage in "book dumping," a practice of shipping old used books that burden rather than assist communities. Why is WLP [World Library Partnership] so adamant against international book donation? Picture yourself as a school librarian in an impoverished, rural North Carolina community. The community has little or no money for books, so the shelves are sparsely populated. A woman in France reads an article about your library's need and decides to gather and send used books. She manages to collect a large carton of used books from neighbors and friends. The problems begin when she tries to ship them. Shipping books or any heavy cargo internationally is quite expensive. She spends several weeks raising money to ship the books off. Finally, the books arrive in North Carolina by cargo plane and have customs fees of $300 attached.

How useful are those books? Let's assume that you, the local librarian, are able to have the customs charges waived (we can dream, can't we?). You then have to transport the books. You rent a truck and haul the carton of books to your library. Opening the carton you discover…what? Yes, the books are mainly in French, they are outdated, and they are not age-appropriate for your students. In egregious cases, the books donated are outdated engineering manuals or instruction booklets for technology like microwave ovens to which the communities have no access. Consider also how dangerous some outdated books can be that recommend use of techniques or chemical agents, perhaps in agriculture, that have since been shown to be hazardous. This illustrates some of the problems inherent in "book dumping."

There are many reasons WLP shuns book donations. Sending books to another country or region is expensive. Both sender and recipient incur shipping costs, and customs charges are usually levied against the receiver. Rarely is the recipient library able to pay these charges, and it does not know beforehand whether the items are going to be at all helpful. In the end it is usually cheaper to buy books from local publishers. Book donations from another country also damage the local book trade. Local writers, publishers, and booksellers are unable to sustain the local publishing industry if there is no market for their products and services. Libraries are an important player in the industry both because they are buyers and because their patrons are likely to buy books after they have gained an interest in them through the library.

The WLP also discourages book donations because local language materials for developing countries are not available in the United States. Though people in many countries speak English as a second or additional language, they often find it easier and more helpful to read material, especially difficult material, in their native languages. A love of reading is more easily fostered when obstacles such as language barriers are not thrown in someone's path. In addition, one is more likely to be inspired to read when one can relate to the characters and situations. Books written and published by local people are more likely to establish that connection. Finally, in order to communicate effectively, regardless of what other languages they may study, people must be competent in reading and writing their native languages. That goal is hard to achieve in the absence of books and other reading materials in those languages.

Allowing the local libraries to choose what materials they receive, based on their communities' needs, empowers the libraries and communities with which WLP partners. If you were starting a library in your

[5] Excerpted with permission from *From North Carolina to KwaZulu Natal: World Library Partnership* by Donna Nixon, North Carolina Libraries, Winter 2003, pp. 146-151. http://www.ncl.ecu.edu/index.php/NCL/article/viewFile/175/203

community, you would attempt to assess the needs of that community, and then choose materials for that library accordingly. Some remote person in China could decide what he or she thinks would be the best materials for your library, but he or she would be very unlikely to pick a collection that is what your community either wants or needs most. The local librarian, working with a committee of community members, is better-equipped and situated to evaluate his or her library's needs.

Some potential donors, however, have been hard to convince. One with whom I recently spoke insisted that surely "the classics" would be helpful in any library. Another was sure that any elementary school library in a developing country would want *Harry Potter* books. That may be true, but it is not necessarily the case. Some religious communities here in North Carolina would strongly object to, and would be deeply offended by, a donation of *Harry Potter* books because of their depiction of sorcery and magic. Whatever your definition of "the classics" encompasses, it may not be the same as the next person's, and it is best to let those most familiar with the communities involved decide what literary works hold that distinction. Certainly, it would be hard for me to name twenty major South African writers of ancient or modern times, but that does not mean that they are any less significant than ones we revere in the Western world. Consider, for example, the South African writer J.M. Co[e]tzee, who just recently won first the Booker and then the Pulitzer Prize for his works of essay and fiction.[2] Had he not won those prizes, many of us might not have ever heard of him, but that would not make his works any less valuable. For that reason, it is better that libraries select their own materials.

Finally, it is important to remember that U.S. materials are not written for African audiences or audiences in other developing countries. Differences in culture, context, and many other things that affect perception make a huge difference in how library material is received. For example, if you ran a library in Saudi Arabia, you would probably not openly display copies of the U.S. version of *Cosmopolitan* magazine, with its often scantily clad women, since in Saudi Arabian society that type of physical exposure of a woman's body is frowned upon.[3] A Saudi library is also not likely to be receptive to books by Danielle Steel or other best-selling authors that often describe sexual situations. These are unsubtle examples, but if you have ever gone abroad, you know that less obvious things we take for granted as acceptable are not always acceptable elsewhere. For instance, in some European communities touching fruits and vegetables on grocery produce tables seems to garner the same reaction as if you had visited the bathroom and then served food without washing your hands. Even the most well-intentioned act can have negative implications that hinder rather than help..."

Handout 3: Volunteer Library Project Stories

1) Peace Corps Volunteer in Tonga Helps Open Community's First Public Library[6]

WASHINGTON, D.C., March 31, 2011 – Peace Corps education volunteer Sarah Weiner of Metairie, La., helped open the first public library in her Tongan community. Since the library opened in late February, more than 60 villagers have borrowed 300 books.

"A project I once saw as impossible has now become the highlight of my Peace Corps service. The learning center stands as a concrete example of how I have helped my village progress," Weiner said. "The discussions provoked by the books about the world and the future have been fascinating. Tito, an eleven-year-old boy and avid reader, announced to me one day that he likes the books about science and wants to be a scientist when he grows up now. Every book he has checked out since has come from the science section."

In January 2010, a village leader approached Weiner to help open a community learning center – a library and a computer lab. The village leader built an extension onto his house out of wooden boxes and donated his own money to complete construction. The Ranfurly Library Service in Australia donated more than 1,500 books, and local schools happily contributed books to the facility. Now, Weiner hopes to collect enough money through the Peace Corps Partnership Fund to open a computer lab.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[6] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1754

2) Minnesota Peace Corps Volunteer Helps Open First English Language Library at University in the Country of Georgia[7]

WASHINGTON, D.C., November 7, 2003 – More than 4,000 students at Gori State University in the country of Georgia will be able to learn the English language because of the work of Peace Corps Georgia volunteer Edward R. Raupp. Raupp, a native of Minnesota, recently helped establish the first ever English Language Library at the University with the combined help of community members, university faculty, fellow Peace Corps volunteers and returned Peace Corps volunteer groups.

On October 20th, Raupp, Sharon Miles, wife of U.S. Ambassador Richard Miles, Peace Corps Country Director Norman Hickey; and Rusiko Tkemaladze, British Council and Head of the English Teachers Association of Georgia, unveiled the library at a formal ceremony. The library serves students at Gori State University and thousands of others who will have access through their affiliated school or university. Already, students have been utilizing the donated English language books for their studies.

"It`s been a thrill for me to see students and lecturers coming to the library to do research in English that they just could not have done before," said Raupp. "The people of Georgia are moving rapidly to adopt English as their second language, and the library will help in this effort."

Books were donated by Raupp, the Darien Book Aid of Connecticut, the Information Director at the American Center of Information Resources at the U.S. Embassy in Tbilisi, and some of the University's lecturers. More than 650 books were initially donated, but Raupp said that number continues to grow. In addition, the Minnesota Returned Peace Corps Volunteers group contributed a grant to help with shipping books and materials to the newly established library.

All of the funds used to build the library came from the local community. The efforts were headed by Raupp, his local counterpart, and the university Dean. Most of the labor required to establish the library was done by parents of the university's students who volunteered their time and resources. Raupp and community members cleaned it, installed electricity and new light fixtures, (the library is the only room in the building to currently have electricity), and repaired the walls and floor in preparation for the opening. In addition, the group has applied for a grant to purchase a computer and a copier for students' use at the library.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[7] [Peace Corps website, March 22, 2012]
http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=874

3) Peace Corps Volunteer Spearheads Effort to Open Community Library in Togo[8]

WASHINGTON, D.C., Sept. 13, 2011 – Peace Corps volunteer Emily Jones of Dedham, Mass., is working with her community in northern Togo to build a library of books and research documents in French, English, and other local languages. This project is funded through the Peace Corps Partnership Program (PCPP), which raises money for Peace Corps volunteer community projects.

"Although our village has five elementary schools, a middle school and a growing high school, there is no library access for community members and students must learn by copying notes from the blackboard," said Jones, a girls' education and empowerment volunteer who majored in geography at Dartmouth before departing for Peace Corps service in Togo.

"Villagers have already donated a building and wood for the rafters and furniture, and we plan to use volunteer labor for the construction. Once we've opened the facility, library card dues and income from cell phone-charging at the solar panel will pay for operating expenses and new books," Jones continued.

In order to receive funding through the PCPP, a community must make a 25 percent contribution to the total project cost and outline success indicators for the individual projects. This helps ensure community ownership and a greater chance of long-term sustainability.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[8] [Peace Corps website, March 22, 2012]
http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1850

4) Partnership Stories: PHILIPPINES[9]

The Delegate Angel Salazar Jr. Memorial School Special Education Center was built to help 350 students with learning disabilities, physical handicaps, and other special needs meet their full educational potential. While the center's teachers and other support staff are very committed to each of the students, parents, local community members, and the parent-teacher organization were concerned that the school's outdated, drab-looking condition was not inviting or motivating for the students.

By working with a Peace Corps Volunteer, school staff members wrote a Peace Corps Partnership Program proposal that would combine a renovation of the library with a "Drop Everything and Read" (DEAR) enrichment program in order to motivate and encourage these special education students to become lifelong readers and learners.

Parents, teachers, and students were all very active in developing plans to lay new, easier to maintain flooring, modifying bookshelves to provide improved access to even the youngest readers, installing more functional lighting, and purchasing stimulating storybooks, reference books, maps, encyclopedias, and other learning materials. The community's contribution, including a large percentage of the construction materials and labor, totaled more than 30 percent of the project's total budget of just over $2,000.

Construction was completed in the final weeks of the school year, giving project coordinators and organizers enough time to fill the library with the newly purchased resources materials. The entire community is excited and looking forward to initiating the DEAR program, as well as a student-volunteer program in which older students will orient new students to the library at the beginning of the school year.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[9] [Peace Corps website, April 18, 2012]
http://www.peacecorps.gov/index.cfm?shell=donate.stories#story-6

5) Instilling the Joy of Reading in Paraguay[10]

Early Education Volunteer Angela Arnold, San Pedro, Misiones, Paraguay
"Angela and her husband Matt live in a rural community with two grocery stores, a church, a health post, an elementary and high school and a police station. Upon arriving in San Pedro, Angela and Matt immediately noticed the lack of resources (especially books) at the school and the low reading level of the students.

After using several PACA tools to assess the interest and needs of the community and professors of the school, Angela decided to talk to the parents' committee about the possibility of starting a small school library. Angela and Matt helped the parent committee establish and accomplish the necessary goals to create a small library mobilizing the majority of the resources from within the country and the community.

The parent committee solicited funds from the local mayor for a computer and printer. They also solicited funds from the governor for the bookshelves and tables that the library needed, for the funds necessary to complete repairs to the building, and for 150 books of all interest levels (with a special emphasis on children's reading books).

The community donated their time and experience in repairing, painting, and doing the necessary jobs in order to change the building from an old, unused kitchen and dining room into a library. Matt and Angela requested book donations from several organizations, local community educators, and embassies located in Paraguay.

In order to help motivate students to read, Angela held a week-long reading camp during the winter break, in which all students in the 2nd-6th grades were invited to read children's books and participate in fun activities to practice the skills of reading, writing, and comprehension. Matt and Angela then started opening the library during the summer break. When school started they held school hours with most visitors coming to use the resources during recess or after school. The interest of the students was so great that they then decided to open the library on Saturday mornings.

Angela worked alongside several of the school teachers to help teach their students how to read and to give them the opportunity to practice the skill during a reading help class. She also taught model lessons to demonstrate other ways to teach reading by incorporating books into every day lessons. Additionally, she held a teacher workshop to teach new, participatory and active methodologies into the classrooms and to demonstrate how to use and assemble various useful didactic materials that are used in communications lessons. She then motivated teachers to practice the new teaching methodologies in their classrooms by awarding certificates for those who participated.

Almost one year later, Biblioteca Ñemoaranduhagua (in Guarani: "To learn more/ In Order to Know More Library") is a fully functional library with a technology area, teacher resources, and around 700 books for all ages and interest levels. The library is currently open during school hours and on Saturday mornings, and has daily entries of between 30 and 65 people. Matt and Angela now see their great interest and love for reading, learning and technology reflected in the students."

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[10] Peace Corps, *Education Sector Global Summary 2009, p. 12.*

Handout 4: Community Assets for Library Development

Community Assets for Library Development

Our Community:_____

(Include people, organizations, buildings, physical spaces, physical resources, equipment, supplies, funding sources and opportunities, etc. Be specific and consider all possibilities!)

Trainer Material 2: Flip chart—What does sustainability look like for a library?

What does sustainability look like for a library?

- Selecting books that are appropriate for the local culture and local languages is one example of cultural sustainability.
- A politically sustainable library is one that is not solely supported by or dependent on a particular political party.
- An economically sustainable library is one that has ongoing sources of funding.
- A managerially sustainable library has trained and supported staff.
- An environmentally sustainable library uses resources with respect for the resource needs of future generations.

Trainer Material 3: Volunteer Library Project Stories—Possible Responses

1) **Peace Corps Volunteer in Tonga Helps Open Community's First Public Library**[11]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible Response: She was approached by a village leader to help open a community learning center.

- What local assets were used in this project?

  Note:
  Possible Response: The village leader built an extension on his house and donated money for construction. Local schools contributed books.

- Is this library project sustainable? (how, why)

  Note:
  Possible Responses: Possibly. Local staff members need to be hired; an ongoing source of books is needed; the village leader must continue a commitment to the library as it is connected to his house.

- Do you foresee any unintended negative consequences?

  Note:
  Possible Response: Most of the books were obtained from donations outside the country, which might negatively affect local booksellers and book publishers.

2) **Minnesota Peace Corps Volunteer Helps Open First English Language Library at University in the Country of Georgia**[12]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible Response: It is not stated in the story.

- What local assets were used in this project?

  Note:
  Possible Response: Community members contributed all of the funds to build the library and most of the labor, including cleaning, installing electricity and new light fixtures, and repairing walls and floor.

- Is this library project sustainable? (how, why)

  Note:
  Possible Responses: Possibly. The community group seems to have a commitment to the library. Local sources of books need to be identified and accessed. As part of a university, and with involvement from university faculty, it is more likely to continue.

- Do you foresee any unintended negative consequences?

  Note:
  Possible Response: The books were obtained from publishers outside the country, which might negatively impact local book selling and publishing.

[11] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1754
[12] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=874

3) Peace Corps Volunteer Spearheads Effort to Open Community Library in Togo[13]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible Response: Not stated.

- What local assets were used in this project?

  Note:
  Possible Response: Villagers donated a building, wood for the rafters and furniture. They plan to provide labor for construction.

- Is this library project sustainable? (how, why)

  Note:
  Possible Response: Possibly. The plan to charge library card fees and use income from cellphone charging is intended to pay for operating expenses and new books.

- Do you foresee any unintended negative consequences?

  Note:
  Possible Response: Source of the books is unknown so it is difficult to measure; there are no other obvious unintended negative consequences.

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4) Partnership Stories: PHILIPPINES[14]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible Responses: Not stated, unknown.

- What local assets were used in this project?

  Note:
  Possible Responses: Parents, teachers and students were involved in the planning of new flooring, modified bookshelves, and lighting. School staff members wrote the grant. The community contributed over 30 percent of construction materials and labor.

- Is this library project sustainable? (how, why)

  Note:
  Possible Responses: Probably. Involvement of school staff, parents, and students will help ensure sustainability. Marketing efforts are notable (e.g., DEAR). Student-volunteer program to orient new students will encourage continued use and upkeep of the library.

- Do you foresee any unintended negative consequences?

  Note:
  Possible Response: Nothing obvious, although nothing is stated about funding for future book purchases.

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[13] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1850
[14] [Peace Corps website, April 18, 2012] http://www.peacecorps.gov/index.cfm?shell=donate.stories#story-6

5) Instilling the Joy of Reading in Paraguay[15]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible Response: Volunteers noticed lack of books and used PACA tools to assess community interests and needs. They spoke to the parents' committee and helped them establish goals to create a library.

- What local assets were used in this project?

  Note:
  Possible Responses: Parent committee solicited donations from the local mayor (computer and printer) and the governor (bookshelves, tables). They also solicited funds for building repairs and 150 books. Committee donated time and experience for repairing, painting and renovating.

- Is this library project sustainable? (how, why)

  Note:
  Possible Responses: Probably. Library is in the school; majority of the resources are from within the country and the community – these local sources are potential future sources. Parents' committee very involved. Teachers received training to incorporate books into the classroom. Library has been functioning for over a year (at conclusion of story) with good use statistics. Collection of books has been growing as well. It is not clear who is responsible for the daily operations of the library and whether there are any trained library staff or volunteers.

- Do you foresee any unintended negative consequences?

  Note:
  Possible Response: Nothing obvious.

[15] Peace Corps, *Education Sector Global Summary 2009, p. 12.*

Session: Information Resources for Library Projects (Optional)

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale: This session is an overview of information resources available from the Peace Corps and outside organizations. These resources provide guidance for Volunteers in developing and managing library projects.

Target Audience: IST participants – Volunteers or Volunteers and counterparts – who have not recently participated in Session: Peace Corps Resources for Library Projects during PST. If the majority of IST participants have recently participated in Session: Peace Corps Resources for Library Projects, this session is optional or could be used as a refresher if necessary.

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 60 minutes

Prerequisites: Introduction to Sustainable Library Development

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Information Resources for Library Projects		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Obtain ICE publications listed in Materials from local post Information Resource Center (IRC) or order from Information Collection and Exchange (ICE) (iceorders@peacecorps.gov), 4-6 weeks in advance.
2. Obtain ICE publications on CD-ROM: one copy of *Sharing Promising Practices* [ICE No. RE014K] for each participant. CD-ROMs can be ordered from ICE (iceorders@peacecorps.gov), 4-6 weeks in advance.
3. Review the session plan and handouts.
4. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
5. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
6. Become familiar with the four referenced ICE publications related to library development.
7. Photocopy Handout 1 and Handout 2 (one copy of each per participant).

Materials:

- **Equipment**
  1. Flip chart paper
  2. Markers
  3. Pens or pencils for all participants
  4. Masking tape
  5. Watch, clock, or timer
  6. CD-ROM *Sharing Promising Practices* [ICE No. RE014K] – one copy for each participant
  7. ICE publications related to library development (Four titles listed below – one copy for each participant):
     - *Libraries for All!* [ICE No. RE035]
     - *Setting Up and Running a School Library* [ICE No. ED204]
     - *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]
     - *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]
- **Handouts**
  Handout 1: Additional Information Resources for Library Projects
  Handout 2: Finding Information in Peace Corps ICE Publications

Session Learning Objective(s):

1. After reviewing four ICE publications in small groups, each participant will correctly answer four questions relevant to library development.
2. After a large group discussion, participants will identify at least four local sources of library expertise.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes	**First Library Experience** Participants will recall their own first or most memorable experience in a library in order to recognize the importance of a positive first experience for all members in their communities. 1. Divide group into pairs. 2. Say, *"Each of you will have two minutes to tell your partner about your first or most memorable experience of a library."* After two minutes, ask participants to change roles. 3. After both partners have had a chance to speak, refocus the group. 4. Say, *"Raise your hand if your first library experience was before the age of 5. Before the age of 10. Before 20."* 5. Say, *"When working on a library project, you might find that the library you and your community are working together to develop is the first library experience for some members of your community. It is important that the first experience with a library is a positive one. Thinking about your own first library experience may help you to be more sensitive to the importance of a positive first library experience for others."*
Information 15 minutes CD-ROM *Sharing Promising Practices* [ICE No. RE014K] (one per participant) ICE publications: *Libraries for All!* [ICE No. RE035] *Setting Up and Running a School Library* [ICE No. ED204]	**Resources for Library Development** In small groups, participants review four ICE publications relevant to library development projects. Participants are also introduced to a variety of non-Peace Corps resources. All of these resources are of potential use to Volunteers and communities engaged in library development. 1. Distribute the four ICE publications listed in Materials – one copy of each for each participant. Also distribute the CD-ROM *Sharing Promising Practices* [ICE No. RE014K] – one copy for each participant. 2. Say, *"Peace Corps has several resources available to help you with developing a library project with your community. We will work in small groups to review four publications in particular."* 3. Divide participants into small groups and assign one of the four titles to each group. 4. Say, *"As a group, take five minutes to review your assigned title. Be sure to take a look at the table of contents at the front of the book and the organization of the publication. Also consider the purpose and main points of the book. How would this publication be useful for a library development project in [insert country name]? If you have any*

Phase / Time / Materials	Instructional Sequence
Sources of Donated Books for Schools and Libraries [ICE No. RE003] *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086] (one copy per participant) Handout 1: Additional Information Resources for Library Projects (one copy per participant)	*experience using the book already, please share that too. Designate one individual as the spokesperson for the group."* 5. After five minutes, ask each group spokesperson to take two-three minutes in turn to briefly describe to the entire group the usefulness of the assigned book. 6. Say, *"These four books are all available to you in both print and digital formats through Peace Corps Information Collection and Exchange (ICE). Digital copies of these documents and many more ICE publications are available on the CD-ROM* Sharing Promising Practices [ICE No. RE014K]*."* 7. Distribute Handout 1: Additional Information Resources for Library Projects, one copy per participant. 8. Say, *"In addition to the publications provided by Peace Corps ICE, there are other resources that may be useful in specific situations. This handout lists some possibilities for you to explore when you are ready to begin your library projects. First, look locally and be creative. Many of the resources on this handout are specific to certain regions of the world or to specific types of libraries.* *For example, if you are working on a community health clinic library, you will want to review the publication listed here,* HealthLink Resource Manual*. The manual produced by FAVL – Friends of African Village Libraries – is specific to Africa but it is useful for small library projects in any part of the world. Also, some of the resources on this list are in Spanish or French so you will want to consider language when reviewing possible resources."* 9. Say, "*You will also want to look at organizations and people resources. Are there any trained librarians in [insert country name] who would be available to share expertise with you or your community? Think about universities, as well as public libraries that might have librarians on staff. Also consider government offices and larger NGOs that might have libraries or resource centers."* 10. Say, "*In addition, there are also numerous initiatives that support library projects worldwide and some of these are listed on the handout as well. When you have time, take a look at their websites for ideas that may be relevant to your library project."* 11. Say, "*Now, we'll review some of the specific information that is included in the publications you have in hand. These are excellent publications and can be used as guides 'as is.' However, we have some variations on the systems presented that may be more appropriate for the situations you address in your communities. We will be reviewing these variations throughout the course of this workshop."*

Phase / Time / Materials	Instructional Sequence
Practice 15 minutes Handout 2: Finding Information in Peace Corps ICE Publications (one copy per participant)	**Finding Information in Peace Corps ICE Publications** Participants engage in a quiz-like activity to become more familiar with the content of the four previously-reviewed ICE publications. 1. Distribute Handout 2: Finding Information in Peace Corps ICE Publications, one copy per participant. 2. Ask participants to individually use the Peace Corps ICE publications to answer the questions and to include the name of the publication where the answer can be found. Allow 10-15 minutes. Then, as a full group, review the four questions and responses one by one. **Note:** *Answer Key* 1) Question: What are some tips for using bookshelves and how to shelve books? Answers: a) wall shelves could be taller than free-standing shelves; use appropriate height shelves for users (low shelves for children); bookshelves should not be too tightly-packed b) for languages that are read from left to right, books are shelved left to right, top to bottom, with book spines facing out, *Setting Up and Running a School Library* [ICE No. ED204], pp. 71-72. For other languages, adapt the shelving method to the method used in local libraries. 2) Question: Considering areas of geographic operation, which organizations are possible book donors for library projects in [insert country name]? Answer: answer varies; *Sources of Donated Books for Schools and Libraries* [ICE No. RE003], 2012 edition, pp.1-30. 3) Question: What are some steps to undertake when recruiting a librarian? Answers: decide whether position is volunteer or paid; write job description; advertise; interview and choose; *Libraries for All!* [ICE No. RE035], 2011 edition, pp.27-29. 4) Question: Name two of the most common PACA tools that might be used during planning and development of a sustainable library project? Answers: community mapping, seasonal calendars, daily activity schedules; *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086], table of contents or Chapter 5. 3. Ask participants, "*What questions do you have?*" **Note:** This activity assesses Learning Objective 1. 4. Say, *"These publications can be used as reference resources to answer quick questions and will also provide detailed guidance as you work on your library projects. This type of quiz or activity is an activity that you could modify and use for training purposes in your community."*
Application 15 minutes	**Local Resources for Library Projects** Participants will be given the opportunity to consider and discuss specific local resources that might potentially support their community library projects.

Phase / Time / Materials	Instructional Sequence
Handout 1: Additional Information Resources for Library Projects	1. Say, *"Local library expertise will be invaluable in developing your library project. We've talked about resources from Peace Corps and from some outside organizations, but there is a wealth of knowledge and expertise to be found locally."* 2. Say, "*Take five minutes to identify at least four sources of resources in this country that may potentially help a library project. Consider any public libraries, college or university libraries, government offices, embassies, larger NGOs that might have resource centers, and any other library or librarian in-country. Be sure to include the Peace Corps IRC (Information Resource Center) manager."* **Post Adaptation:** Identify local resources to share with participants – people, organizations, or documents. 3. Invite participants to add these sources on the space provided for local resources on Handout 1. 4. After five minutes, re-focus the group. Ask participants to share some of the sources that they identified. **Note:** Learning Objective 2 is assessed with this activity.
Assessment	Learning Objective 1 is assessed during Practice. Participants individually answer four questions about Peace Corps ICE publications related to library projects and then, as a group, review the answers. Learning Objective 2 is assessed during Application. Participants individually identify at least four local sources of library expertise and afterwards, as a group, they review these sources.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

Libraries for All! [ICE No. RE035]

Setting Up and Running a School Library [ICE No. ED204]

Sources of Donated Books for Schools and Libraries [ICE No. RE003]

PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]

Handout 1: Additional Information Resources for Library Projects

This list is not complete or exhaustive. Be sure to explore local resources, projects, and contacts and add them to this list for you and your library committee to consider.

LIBRARY MANUALS AND TRAINING RESOURCES:

Book Aid International (www.bookaid.org) publishes three brief guides (undated) relevant to sustainable library development, as part of the "Bringing Books to Life" series http://www.bookaid.org/our-work/publications/

Starting and managing a book collection http://www.bookaid.org/wp-content/uploads/2011/06/BBTL-Starting_and_managing_a_book_collection.pdf
Using books in the classroom http://www.bookaid.org/wp-content/uploads/2011/06/BBTL-Using_books_in_the_classroom.pdf
Running child friendly libraries http://www.bookaid.org/wp-content/uploads/2011/06/BBTL_Running_child_friendly_libraries.pdf

Each brief illustrated guide provides practical instruction and ideas. The website for UK-based Book Aid International offers additional research reports that may be of interest, particularly for those working with library development in Africa. Other Book Aid International publications, including "Sharing resources – how library networks can help reach education goals," are available on this page of its website: http://www.bookaid.org/our-work/publications/

Friends of African Village Libraries (http://www.favl.org) "FAVL has established and continues to manage and improve upon fifteen libraries, **ten in Burkina Faso, three in Ghana, one in Tanzania, and one in Uganda**. FAVL also supports the Uganda Community Library Association, with 80 member libraries."

- *Activities guide for librarians* http://www.slideshare.net/favlafrica/librarian-activities-guide
- *Manual for Village Librarians* (Friends of African Village Libraries-FAVL, Ghana). This is a guide with practical advice and ideas. http://www.favl.org/pdf/guides/librarian-manual-en-v17.pdf
- *Manuel pour les bibliothécaires de village* (provisoire) (in French, from Friends of African Village Libraries-FAVL, Burkina Faso). This is a guide with practical advice and ideas. http://www.favl.org/pdf/guides/manuel-pour-bibliothecaires-fr-v15.pdf

Hands Across the Sea (Caribbean) http://www.handsacrossthesea.net/

Hands Across the Sea is a nonprofit organization that provides books to schools and libraries in the Caribbean and works with library projects in the area, including Peace Corps Volunteer library projects.

Several literacy guides written by Peace Corps Volunteers are included on its website: http://www.handsacrossthesea.net/HandsResources.htm

***HealthLink Resource Centre Manual* (2nd edition, 2003).** This is an in-depth manual of 266 pages that is useful for those working with a health information center or any type of community resource center. From this page http://www.asksource.info/support/manual/who.htm, you can view the book in html by sections or follow a link to download the complete manual in PDF format. The introduction is also available in Arabic. Also note the "Useful Resources and Reading" at the end of the publication.

International Federation of Library Associations and Institutions (IFLA) (http://www.ifla.org/)
IFLA, an international professional association, has many resources of interest to librarians or persons involved in larger library projects, including the following:

- International Federation of Library Associations and Institutions (IFLA). Guidelines for children's library services
  http://www.ifla.org/files/libraries-for-children-and-ya/publications/guidelines-for-childrens-libraries-services-en.pdf
- IFLA. Guidelines for library-based literacy programs: Some practical suggestions.
  http://archive.ifla.org/VII/s33/project/literacy.htm
- IFLA. Guidelines for library services to babies and toddlers
  http://archive.ifla.org/VII/d3/pub/Profrep100.pdf
- IFLA. Guidelines for library services for young adults
  http://www.ifla.org/files/libraries-for-children-and-ya/publications/ya-guidelines2-en.pdf

Libraries for All! (UNESCO; available in English, French, Spanish)
http://opentraining.unesco-ci.org/cgi-bin/page.cgi?g=Detailed%2F337.html;d=1
This is the original 1998 version of the UNESCO-funded publication, written by RPCV Laura Wendell, and available in English, French, or Spanish from this page. The Peace Corps has reprint permission for the English version, which excludes the outdated resources list appendix – this is the publication that is distributed through Peace Corps Information Collection and Exchange (ICE) – Publication No. RE0035.

Osu Children's Library Fund
Based in Manitoba, Canada, the Osu Children's Library Fund runs libraries in Ghana, with library and literacy projects in several other African countries. It offers several publications, including a brief manual (English and French versions), as well as three publications for reading and literacy programs:
http://www.osuchildrenslibraryfund.ca/about-oclf/approach/

Osu Children's Library Fund. How to set up community libraries for children
http://osu.cs-tech.org/wp-content/uploads/2010/01/How-to-Set-Up1.pdf

Osu Children's Library Fund. Comment établir une Bibliothèque communautaire pour Enfants
http://osu.cs-tech.org/wp-content/uploads/2010/01/guidelines-in-French.pdf

Pamoja: A Learning Activity for the Information Age (copyright 1999 by Gail Wadsworth and Wendy D. White) http://www.library.illinois.edu/mortenson/pamoja.html
From this page, you can read the introduction and download the PDF and Word files that are part of the interactive training resource. "Pamoja is a hands-on activity that brings to life the importance of libraries around the world. Participants work together in teams to create countries with their own cultures and information resources. Then they negotiate with other countries in a fast-paced effort to improve their resources."

Thinking Outside the Borders: Library Leadership in a World Community: A Manual for Professional Development (Mortenson Center for International Library Programs, University of Illinois, 2008).
http://www.library.illinois.edu/mortenson/book/contents.html
This publication is the culmination of a three-year project at the Mortenson Center, which hosted leadership institutes with participants from around the world. Feedback was collected and used to guide the development and refinement of institute programs.

WebJunction (www.webjunction.org)
The mission of WebJunction is "to promote learning for all library staff by providing open, affordable online learning communities." The key clients are small public and rural libraries in the U.S., but some of the resources are of value to library workers in any part of the world. Training includes free webinars on topics such as "grant writing for libraries serving children" and "marketing the small & rural library." (Online courses are for members only.) There is also a collection of news and information grouped by specific library topic, such as leadership, library service, technology, and staff training.

PEACE CORPS RESOURCES

Information Collection and Exchange (ICE). ICE is a unit of OPATS (Overseas Programming and Training Support) and led the development of the Sustainable Library Development training package. ICE publishes training manuals, supports the network of IRCs (Information Resource Centers) at all of the Peace Corps posts, and provides other technical training information support for the agency. To order ICE publications, talk to the IRC manager at your post, and/or send an email to iceorders@peacecorps.gov

Library Manuals from Posts and Volunteers
Selected materials only – let us know about others! These documents are currently available on a staff shared drive: S:\@Agency_All\CEN\ICE\IRC Information Resource Centers\Library Manuals - Volunteers. They will later be available on an agencywide information-sharing platform that is under development. As of June 2012, the folder collection holds manuals from Bolivia, Dominican Republic, Paraguay, and Vanuatu.

NPCA National Peace Corps Association (http://www.peacecorpsconnect.org/)
The NPCA member groups form a key part of the Peace Corps community. Member groups (http://www.peacecorpsconnect.org/resources/member-groups/) include country of service groups as well as RPCV groups by U.S. geographic state or region. One of these groups may be able to support your project.

Peace Corps Partnership Program (PCPP) projects
(https://www.peacecorps.gov/index.cfm?shell=donate.contribute.donatenow
Some Peace Corps Volunteer library projects seek additional funding or support through the Peace Corps Partnership Program. On the website, you can see a list of all current PCPP projects seeking funding. Scroll through the list to find library-related projects. Reading about these projects may provide ideas for a library project in your community.

Small Project Assistance (SPA) and other small U.S. grants
Some countries have access to SPA funds or other U.S. small grant funds. Check with Peace Corps staff in your country. Also, the ICE publication, *SPA: Small Project Assistance Program, Supporting Sustainable Community Development: Idea Book* (M0082) provides general ideas about how these funds work. As of June 2012, the small grant program guidelines and grant-writing materials are being re-written and will be useful tools once available.

OTHER RESOURCES

Book Donations for Development, UNESCO, 2005.
http://unesdoc.unesco.org/images/0013/001394/139429e.pdf
This 70-page publication includes important information and issues to consider before undertaking any book donation project, including the impact of book donations on the reader, creative activity, local publishing, and distribution activities.

International Children's Digital Library (http://en.childrenslibrary.org)
"The ICDL Foundation promotes tolerance and respect for diverse cultures by providing access to the best of children's literature from around the world….The International Children's Digital Library won the American Library Association President's 2010 Award for International Library Innovation. The ICDL was also named one of 25 Best Websites for Teaching and Learning by the American Association of School Librarians." Various children's books in many languages can be found here!

***Libri: International Journal of Libraries and Information Services*.** Issues of this journal from 1999 through March 2009 are available at no charge from this site: http://librijournal.org/issues.html Most of the more current issues (see links on page) are not available without making a payment.

Research articles posted on the Friends of African Village Libraries website ("links"):

"Modelling the rural community library: Characteristics of the Kitengesa Library in rural Uganda," by Valeda Frances Dent, *New Library World*, Vol. 107 No. 1220/1221, 2006, pp. 16-30. (http://kitengesalibrary.org/images/modellingarticle.pdf)
This research article provides practical information and advice, particularly in the areas of library governance and management, based on the experiences of a rural library program in Uganda.

"How Much do Village Libraries Increase Reading? Results from a Survey of 10th Graders in Burkina Faso," Michael Kevane and Alain Sissao. *LIBRI: International Journal of Libraries and Information Services*, 2008, 58(3): pp. 202-210. (http://librijournal.org/pdf/2008-3pp202-210.pdf)

"The cost of getting books read in rural Africa," Michael Kevane and Alain Sissao. (http://www.favl.org/pdf/Kevane_Africa.pdf)

"A rural community library in Africa: A study of its use and users," by Valeda Denta and Lauren Yannotta, *Libri,* 2005, vol. 55, pp. 39–55. http://www.librijournal.org/pdf/2005-1pp39-55.pdf
Primary research at the Kitengesa Library in Uganda looked at the impact of the library on the reading habits of library users.

UNESCO (www.unesco.org)
UNESCO has supported and published some important research and policies related to libraries, literacy, and education worldwide:

UNESCO Basic Learning Materials Initiative
http://www.unesco.org/education/blm/blmintro_en.php
UNESCO Education for All
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/
UNESCO Public Library Manifesto
http://www.unesco.org/webworld/libraries/manifestos/libraman.html
UNESCO/IFLA School Library Manifesto
http://www.unesco.org/webworld/libraries/manifestos/school_manifesto.html

United States Department of State

Bureau of International Information Programs, American Corners and Binational Centers (http://www.state.gov/r/iip/)
Bureau of Educational and Cultural Affairs, Office of English Language Programs (http://exchanges.state.gov/englishteaching/index.html) – publishes *English Teaching Forum* and other resources; sponsors scholarships and educational exchanges.

LIBRARY ASSOCIATIONS, NGOs, and SUPPORT ORGANIZATIONS

Don't forget local (national), regional, or neighboring country library associations – these are invaluable resources and contacts for anyone working on a local library or resource center project. Ask around!

American Library Association (ALA) (www.ala.org)
Founded in 1876 and based in the United States, ALA is the oldest and largest library association in the world. There are currently about 62,000 members. "American Library Association was created to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." ALA operates through several divisions and committees, as well as numerous local chapters. Although focused on the U.S., ALA does have international members and the IRC-International Relations Committee, IRRT-International Relations Roundtable, and ISLD-International Sustainable Libraries Development Working Group all have international objectives and activities. The ISLD webpage is: http://www.ala.org/irrt/irrtcommittees/isld/isld.

CODE (http://www.codecan.org/code)
Project undertaken with the Canadian government and CIDA, the Canadian government International Development Agency. "We work with local organizations in developing countries to empower children to learn. In so doing, we deliver an essential, sustainable development solution that endures. Our programs support libraries and teacher training as well as national and local book publishing in about 20 languages in Africa and the Caribbean." The "Burt Award for African Literature Collection" and the "Liberia Collection" highlight specific award-winning children's books that are published locally in various languages.

EIFL (www.eifl.net)
"Working in collaboration with libraries in more than 60 developing and transition countries in Africa, Asia, Europe, and Latin America, EIFL enables access to knowledge for education, learning, research and sustainable

community development. EIFL is an international not-for-profit organisation based in Europe with a global network of partners. We run a wide range of programmes and events designed to increase access to knowledge." Major EIFL programs are centered on licensing; intellectual property; open access advocacy; and free and open source software for libraries.

International Association of School Librarianship (IASL) (http://www.iasl-online.org/)
"The mission of the International Association of School Librarianship (IASL) is to provide an international forum for those people interested in promoting effective school library media programs as viable instruments in the educational process. IASL also provides guidance and advice for the development of school library programs and the school library profession. IASL works in cooperation with other professional associations and agencies. Membership is worldwide, and includes school librarians, teachers, librarians, library advisers, consultants, educational administrators, and others who are responsible for library and information services in schools. The membership also includes professors and instructors in universities and colleges where there are programmes for school librarians, and students who are undertaking such programmes."

International Federation of Library Associations (IFLA) (http://www.ifla.org)
"The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession…." Traditionally, the membership of IFLA has been more focused on associations and institutions rather than individual memberships. The organization is truly international and its annual conference rotates around the world to different countries. A current Key Initiative for the organization is International Librarianship Leadership Development, administered through the IFLA ALP Action for Development through Libraries programme. The program works to strengthen library associations and support specific small projects. Many of the project reports can be found here: http://www.ifla.org/en/alp. IFLA publishes a large number of reports, policy statements, and other publications of interest, including a quarterly journal and regular statistical publications.

IREX (www.irex.org)
IREX is an international nonprofit organization with program activities in over 100 countries. Within the technology for development program area, IREX has a strong focus on libraries. The Global Libraries program works primarily in Romania and Ukraine; the Beyond Access: Libraries Powering Development initiative is global. "Beyond Access is a global community of public library advocates and practitioners who believe libraries are an untapped resource in addressing the world's most pressing development challenges."
http://www.irex.org/project/beyond-access-libraries-powering-development

Libraries without Borders (LWB) (www.librarieswithoutborders.org/)
"Libraries Without Borders (LWB) is a 501(c)(3) non-profit organization devoted to facilitating the growth of libraries in the developing world. Access to knowledge is a key factor in social and economic development. By facilitating the growth of libraries in Africa, Asia and the Americas, LWB aims to provide the knowledge that is the engine of human development. With staff in New York and California, LWB is an office of Libraries Without Borders / Bibliothèques sans frontières (LWB/BSF), an international network of associations working together to promote knowledge-based development in under-served areas of the world. Created in 2007 on the initiative of French historian Patrick Weil, LWB/BSF today has offices in France, Belgium and the United States. Together, they oversee more than 20 programs in 15 countries..."

Mortenson Center for International Library Programs, University of Illinois
http://www.library.illinois.edu/mortenson/
"The mission of the Mortenson Center for International Library Programs is to strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace. Over 900 librarians from more than 90 countries have participated in professional development programs offered by the Mortenson Center, the only one of its kind in the world." (The Mortenson Center publication *Thinking Outside the Borders* is noted above.)

Save the Children (www.savethechildren.org)
Save the Children is a U.S.-based nongovernmental organization supporting children around the world. The organization works in multiple program areas, including child protection, health and nutrition, and education. One education initiative, "Literacy Boost," measures children's reading skills, trains teachers, and gets communities involved in literacy. The *Community strategies for promoting literacy* flip book, published by Save the Children with World Vision, "serves to detail the importance of oral language development and the many ways that all of us can promote it in our daily lives. It also gathers strategies for use by those who can read to work with children to read more often, more fluidly and with greater discussion and comprehension in their daily lives." (http://www.savethechildren.org/atf/cf/%7B9DEF2EBE-10AE-432C-9BD0-DF91D2EBA74A%7D/literacy-flipbook-2010.pdf.)

SLA – Special Libraries Association (www.sla.org)
Founded in 1909, SLA is a U.S.-based international membership organization of information professionals and librarians, particularly those working in non-traditional library environments such as corporations or non-traditional roles such as knowledge management specialists.

WEBSITES OF LIBRARY PROJECTS (selected)
The websites of these library projects offer additional information about setting up and running a library.

African Library Project (Lesotho, Swaziland, Botswana, Malawi, and Ghana)
http://www.africanlibraryproject.org

Books Open the World (Uganda) http://www.booksopentheworld.org/

Ethiopia Reads (Ethiopia) http://www.ethiopiareads.org

Family Literacy Project (South Africa) http://www.familyliteracyproject.co.za/
[See this article posted on the site: "Experiments in the provision of rural community libraries in South Africa: the Family Literacy Project's Initiatives."]
http://www.familyliteracyproject.co.za/pdf/FLPCommunityLibrariesInnovation32.pdf

Friends of African Village Libraries (FAVL) - (Burkina Faso, Ghana, Tanzania, and Uganda) www.favl.org

Hands Across the Sea (Caribbean) http://www.handsacrossthesea.net/

The Hester J. Hodgdon Libraries for All Program / San Juan del Sur Biblioteca (Nicaragua)
http://www.sjdsbiblioteca.org/

Kigali Public Library (Rwanda) http://www.kigalilibrary.org/

Librarians without Borders (http://lwb-online.org/)
Formed in 2005, as of June 2012, Librarians without Borders had a project in Guatemala, another in Ghana, and a potential project underway in Haiti. The organization works closely with student committees at five Canadian universities.

Lubuto Library Project (Zambia) http://www.lubuto.org/

Osu Children's Library Fund (libraries in Ghana, projects in Tanzania, Zimbabwe, Burkina Faso, Uganda, Cameroon, and the Philippines) http://www.osuchildrenslibraryfund.ca/about-oclf/approach/

READ Global (Bhutan, India, Nepal) http://www.readglobal.org/

Riecken Community Libraries / The Riecken Foundation (Honduras, Guatemala) http://www.riecken.org/

Room to Read (Bangladesh, Cambodia, India, Laos, Nepal, Sri Lanka, South Africa, Tanzania, Vietnam, Zambia) http://www.roomtoread.org

Rupununi Learners (Guyana) http://www.rupununilearners.org/default.htm

Segenat Foundation (Ethiopia) http://segenatfoundation.org

LOCAL RESOURCES AND EXPERTISE:
Local library expertise – does your country have a library or librarians professional association of any kind? A network of public libraries? These are important contacts!

- Library/librarian associations
- Government offices
- NGOs – international, local
- United Nations agencies
- Universities, colleges – libraries
- Public libraries
- U.S. Embassy / U.S. Embassy IRC
- U.S. American Corners

Handout 2: Finding Information in Peace Corps ICE Publications

Use the ICE publications presented to answer the following questions. Include the name of the publication (and page numbers) where you found the answer.

1. What are some tips for using bookshelves and how to shelve books?

2. Considering areas of geographic operation, which organizations are potential book donors for library projects in this country?

3. What are some steps to undertake when recruiting a librarian?

4. Name two of the most common PACA tools that might be used during planning and development of a sustainable library project.

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Session: Steps for Setting Up a Library

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale: This session provides participants with a set of seven steps for setting up a library and provides practice for Step 1, Form a library committee. A set of specific steps provides participants with a framework to consider, explore, plan, develop, initiate, and manage a potential sustainable library development project.

Target Audience: IST participants – Volunteers or Volunteers and counterparts

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 60 minutes

Prerequisites: Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Steps for Setting Up a Library		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan and handouts.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Create flip chart, Trainer Material 1: Steps for Setting Up a Library.
5. Photocopy handouts one through four, one copy per participant.

Materials:

- **Equipment**
  1. Flip charts (10 blank sheets)
  2. Markers
  3. Tape
  4. Pens or pencils for all participants
  5. *New Project Design and Management Workshop Training Manual, The* [ICE No. T0107] – three copies
  6. *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086] – three copies
- **Handouts**
  Handout 1: Steps for Setting Up a Library: Questions
  Handout 2: Steps for Setting Up a Library: Peace Corps ICE Resources
  Handout 3: Steps for Setting Up a Library: Worksheets
  Handout 4: Sample Action Plan: Goal 1
- **Trainer Materials**
  Trainer Material 1: Flip chart—Steps for Setting Up a Library

Session Learning Objective(s):

1. After participating in a role-play, participants will identify at least three ways to use the information about steps for setting up a library to start on a plan for a successful library project in his or her community.
2. After reviewing the seven steps for setting up a library, each participant will identify at least five specific tasks needed to form a library committee within his or her community.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes Flip chart paper, markers, tape	**Steps for Creating a Book** Participants will need to create a logical developmental plan for their library projects. This library activity–creating a book–illustrates the need for planning; the variety of approaches to the planning process; and how the vision affects the final product. 1. Divide participants into small groups. Provide each group with blank flip chart paper, markers, and tape.

Phase / Time / Materials	Instructional Sequence
	2. Say, *"Your group has been tasked with creating a book to include in a new library in your community. Decide on the necessary steps to create the book and write them, in order, on the flip chart. After 10 minutes, post your flip chart on the wall."* 3. Invite participants to do a gallery walk of each flip chart. 4. Say, *"This type of activity – creating a book – is one that you might consider in your community – creating books to enhance participation by community members and add local content to the library collection."* 5. Ask, "*What did you observe from the gallery walk?*" Give two minutes for responses. **Note:** Possible Responses: Each group developed a different set of steps for the same task; some of the tasks are the same; the books might look the same in the end but the tasks are different; no group developed steps for a digital book; etc. *6.* Ask, "*How does your vision of a book influence the steps that you developed to reach that goal?"* **Note:** Possible Responses: Content is focused on one topic only so there are a limited number of people involved in writing; the book is printed so there are steps involved in acquiring materials to make the book; when the book is digital, there are steps regarding computers and electricity; the book should be illustrated so there are steps for finding an artist; etc. Say, "*Each person involved in the library development project may have a different vision of a library. Developing and using a set of steps will facilitate cooperation and agreement to reach a common goal – a sustainable library for the community*."
Information 15 minutes Trainer Material 1: Flip chart—Steps for Setting Up a Library *New Project Design and Management Workshop Training Manual, The* [ICE	**Seven Steps for Setting Up a Library** Participants are provided with seven steps for setting up a library – a framework that provides a basic sequence of steps to facilitate the planning and implementation process. 1. Say, *"In this session, we will discuss the basic steps for setting up a library and managing a library project. We will also take a closer look at the first step of the process – forming a library committee."* 2. Post flip chart Trainer Material 1 on the wall. 3. Say, *"A fundamental characteristic of a successful sustainable library project is that it meets the needs of the community. On this flip chart are the basic steps needed to get started. Forming a library committee is the essential first step. Next, develop a plan together before proceeding with any library project. Resist any temptation to skip the planning process."*

Phase / Time / Materials	Instructional Sequence
No. T0107] – three copies *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086] – three copies	4. Say, "*After completing steps one and two, you will proceed with steps three through seven. However, steps three through seven may be overlapping rather than sequential. For example, you may obtain books at various points in time as you develop the library, and will need to go back to Step 4: Obtain Books and Resources and Step 5: Organize and Classify Books.*" 5. Say, "*Let's look briefly at each of these seven steps and the issues you will need to consider along the way.*" 6. Direct participants to the steps on the flip chart and lead a discussion using the notes below, as well as trainer knowledge of libraries and the local situation. 1) Form a Library Committee • Say, *"Planning needs to be a participatory activity with the community. A library project is facilitated by a Volunteer, but led and owned by the community. We're going to spend a little more time on this step so you are better-prepared to initiate this step and process as soon as you are ready to begin a library project with your community.* • *Before approaching potential committee members, you and your counterpart(s) should consider the desired structure and makeup of the library committee.* • *The committee should represent the library community and may include leaders, teachers, parents, students, and other community members.* • *Consider if or how government will be represented on the committee.* • *Also consider issues of gender, race, religion, political party, or other factors that may impact the effectiveness of the committee in [insert country name].* • *One of the first responsibilities of the library committee is to consider the mission of the library and develop a mission statement. This statement will include the values of the library and guide its operation. For example, a school library may be focused on developing literacy and providing a space for learning. A community library may be more focused on fostering a reading culture and serving as a gathering place for the community, as well as developing literacy and providing a space for learning."* 2) Develop a Plan (Display or pass around the three sample copies each of *The New Project Design and Management Training Manual* [ICE No. T0107] and *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]) Say, *"The Peace Corps has multiple resources available on action planning. The* New Project Design and Management Training Manual *[ICE No. T0107], on Pages 88-100, provides guidance on writing an action plan. The PACA Idea Book [ICE No. M0086] also has some sample action plans throughout, including Pages 146-148. These are resources that you will want to review both before you meet*

Phase / Time / Materials	Instructional Sequence
	with your library committee and with your committee as you plan your library development project. We will also provide you with some worksheets that will facilitate the action planning process with your library committee. " 3) Secure a Location Say, *"Location issues include the physical space, as well as access to the facility, utilities, security, equipment, furniture, shelving, signage, and supplies. Some of you may be working with existing libraries or library spaces and others will be starting from zero. In any situation, you will want to consider all possibilities for the library space."* 4) Obtain Books and Resources Say, *"We have discussed donated books in the context of sustainability, and particularly the issue of 'book dumping.' Remember to explore local sources for donations and purchases. The most important consideration will be to focus the book collection on the needs of the identified target users of the library."* **Post Adaptation:** Create a list of available sources for books and funding in the country. 5) Organize and Classify Books Say, *"After you have collected or purchased books, you will need to organize them in the library space. Organization, classification, cataloging, book labeling, borrowing and lending systems, inventory control – these are the 'nuts and bolts' of running a library and the topics are covered in more detail in the sessions "Organization and Classification" and "Borrowing and Lending."* **Note:** If you are unable to go through all the library sessions, you might give interested participants the other sessions to read later. 6) Establish Services Say, *"These are the decisions that the library committee will make with regard to services that will be offered to the library users – for example, story hours, cultural corners, speaker programs, arts and crafts, multiple uses of the space, computer training, etc. There are so many possibilities."* 7) Manage the Library Say, *"Management and funding are critical issues for sustainability. Building maintenance; staff salaries and training; and professional development are examples of ongoing costs that must be accounted for to ensure a sustainable library."*

Phase / Time / Materials	Instructional Sequence
Handout 1: Steps for Setting Up a Library: Questions	7. Say, *"This is an outline of the basic steps for setting up and running a library."* 8. Distribute Handout 1, one copy per participant. 9. Say, *"Handout 1 includes questions for each of these seven steps – questions that you will want to consider with your library committee. You may want to add additional questions specific to your unique situation."*
Practice 15 minutes	**Potential Library Committee Members** Participants work in pairs to create and practice dialogues that could be used to approach potential library committee members. This skill will be important when Volunteers begin to form library committees in their communities. 1. Say, *"We are now going to look at some of the skills that you will be using to complete Step 1, Form a Library Committee."* 2. Ask participants to find a partner to work in pairs. 3. Say, *"We are going to practice some dialogues that may be useful for you when approaching potential library committee members. When we begin, one of you will play the role of the Volunteer and the other will play the role of the community member. The participant playing the role of the community member will select from one of the following five identities:* • *teacher or colleague;* • *community leader;* • *mayor or other government official;* • *parent; or* • *student* *The participant playing the role of the Volunteer will have three minutes to converse with the community member about joining the new library committee. You will need to explain the purpose of the committee and the library.* • *If you are playing the role of the Volunteer, consider how you will motivate or encourage the community member to participate.* **Note:** For example, you might say that being on the committee will give you an opportunity to suggest the library services that are most important to you; you will have a chance to give back to your community; your experience and knowledge of the community will be a great benefit to the library committee; your children will appreciate the role you play in developing the library they use, etc.

Phase / Time / Materials	Instructional Sequence
	• *If you are playing the role of the community member, consider how taking on this additional responsibility may affect your daily life.* **Note:** For example, you might ask: Who else will be on the committee? How much time is involved? How often are the meetings? Do I need a library degree? Will this cost me money? Do I need to recruit other committee members? Can I bring my baby to the meetings? etc. *After three minutes, the person playing the community member will play the role of the Volunteer, and the Volunteer will play the role of a community member and may select any of the five identities."* 4. Tell participants they have two minutes to choose their roles and think about their dialogue. 5. Tell participants to begin their dialogues. 6. After three minutes, announce the change of roles. 7. After all participants have played both roles, re-focus the group. Lead a brief discussion by asking participants, *"What did you learn from this exercise that you can use when you approach people in your community?"* **Note:** 1) Possible Responses: Community members may agree to participate but do not really intend to participate; I need to have an "elevator speech" ready when explaining the library committee to community members; I need to have a clear idea of the responsibilities of the committee; some people may not want to participate; I need to know when to accept "no" and move on; I need to carefully consider who to approach, etc. 2) Learning Objective 1 is assessed here.
Application 15 minutes Handout 1: Steps for Setting Up a Library: Questions Handout 2: Steps for Setting Up a Library: Peace Corps ICE Resources	**Forming a Library Committee** Participants identify who they will contact as potential library committee members, as well as how and when. The worksheets that participants complete form the first documented step of their library project development plans. 1. Distribute Handout 2, one copy per participant; Handout 3, one copy per participant; and Handout 4, one copy per participant. 2. Say, *"Handout 1, distributed earlier, provides questions that will help you frame the issues to address for each step of the process. Handout 2 provides you with references to specific sections within Peace Corps ICE publications that relate to the steps for setting up a library. You will use these handouts today and also with your library committee. These two handouts are useful for completing the worksheets in Handout 3 – which will be used for creating your library plan. The worksheets are used to create an action plan. Handout 4 is a sample action plan for Goal 1 – Form a Library Committee."*

Phase / Time / Materials	Instructional Sequence
Handout 3: Steps for Setting Up a Library: Worksheets Handout 4: Sample Action Plan: Goal 1	3. Say, "*Let's take a look now at Handout 3. These worksheets are designed to help you organize and document the tasks needed for each of the seven steps in setting up a library.*" 4. Say, *"Today, we are going to complete the worksheet for Step 1 – Form a Library Committee. You will work individually or with others from the same community. Be specific. For example, who will you contact and by when? You will have 10 minutes to complete this section of the worksheet."* **Note:** If there are multiple participants from the same community, ask them to form a small group. 5. After 10 minutes, re-focus the group. Ask participants to think about who they were certain they wanted to include on the committee, and who they were unsure about asking – what, in general, are the doubts or considerations in selecting who to ask? (no names). Ask for a few volunteers to respond. **Note:** Learning Objective 2 is assessed with this activity. 6. Say, *"You have now completed a draft for Step 1. You will work on the remaining six steps with your community as your library project progresses."*
Assessment	Learning Objective 1 is assessed in Practice. Participants work in pairs to develop and rehearse a dialogue that can be used when approaching community members as potential library committee members. Learning Objective 2 is assessed during Application. Participants individually, or in community groups, prepare a worksheet with tasks for Step 1 – Form a Library Committee. Participants are provided worksheets for the remaining six steps in Setting Up a Library.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

- *Libraries for All!* [ICE No. RE035]
- *Setting Up and Running a School Library* [ICE No. ED204]
- *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]
- *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]

Handout 1: Steps for Setting Up a Library: Questions

1. **Form a Library Committee**
2. **Develop a Plan**
3. **Secure a Location**
4. **Obtain Books and Resources**
5. **Organize and Classify Books**
6. **Establish Services**
7. **Manage the Library**

These are selected questions to address as you develop your plan and your project. There will be additional questions. And you may want to address some of these questions at multiples stages of the process.

1. Form a Library Committee

Questions to address include the following:

- ✓ Is a resource center/library needed or wanted by the community? How do you know?
- ✓ How will a library committee be formed?
- ✓ Who will be on the committee? How many members will there be? How will the members be selected?
- ✓ How will decisions be made? (consensus, voting, quorum)
- ✓ What will be the rules for the committee? What will be the rules for meeting attendance? How will changes be made to the rules?
- ✓ What will be the mission of the library? How will you share the mission statement of the library?
- ✓ OTHERS?

2. Develop a Plan

Questions to address include the following:

- ✓ What assets does the community already have that will support the development of a library?
- ✓ What information resources does your community already have?
- ✓ Is a library a priority for the community in relation to other projects?
- ✓ How can the community be involved in supporting a library? (e.g., fund raising, in-kind contributions, etc.)
- ✓ Who are the stakeholders in the community for a library development project?
- ✓ What other information centers are there in the community? Will this project complement them? What are the possibilities for collaboration?
- ✓ What is the purpose of the library? Who will it serve?
- ✓ Who will be responsible for the day-to-day maintenance and development?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

3. Secure a Location

Questions to address include the following:

- ✓ Where will the library be located? How will the best location for the library be selected?
- ✓ Will you build a library? Use an existing space? Use a space within a school, shop, or community building? Use a virtual space? A bookmobile?
- ✓ Will Internet access be possible? Reliable electricity?
- ✓ Are there security issues? How will the location be secured? Who will be responsible?
- ✓ Who will physically set up the resource center/library? (Volunteers, students, community members?)
- ✓ What about furnishings (e.g., signs, chairs, shelves, tables, etc.)?
- ✓ OTHERS?

4. Obtain Books and Resources

Questions to address include the following:

- ✓ Where will the books, periodicals, and audiovisuals come from initially? In the future?
- ✓ Are there locally published materials? Local publishers?
- ✓ Are there donor or charitable organizations in-country that could assist?
- ✓ Will students and/or adults be willing to write or gather stories to place in the library?
- ✓ What will be the focus of the collection? What formats will be included (books, videos, CD-ROMs)? In which language(s) will materials be collected?
- ✓ How will decisions be made about removing ("weeding") outdated or worn books?
- ✓ Is book mending and repair possible?
- ✓ OTHERS?

5. Organize and Classify Books

Questions to address include the following:

- ✓ How will the collection be organized? (Dewey Decimal Classification? General subject order?)
- ✓ How will the books be labeled?
- ✓ Are supplies (e.g., automation supplies, notebooks, pens, tape, etc.) available locally or could they be made from locally available items?
- ✓ Who will do the processing?
- ✓ OTHERS?

6. Establish Services

Questions to address include the following:

- ✓ Will the library support multiple user groups, perhaps students during the day and adults after school hours?
- ✓ Will it be possible to share (lend and borrow) books with other local libraries?
- ✓ Will the library support multiple uses? Internet center? Adult education classroom? Radio broadcasting station? After-school study center? Women's group meeting center?
- ✓ Will books remain in the library or be lent?
- ✓ Who will be allowed to borrow books? Will there be restrictions?
- ✓ How many books can be borrowed at one time? For how long?
- ✓ Will you keep statistics on library usage – number of visitors, books borrowed, etc.?
- ✓ Will you train children on care of books?
- ✓ Will you charge fees for books that are not returned or not returned on time?
- ✓ How will you manage lost or damaged books?
- ✓ Is there a computer available for an online catalog and checkout system? Is there reliable electricity?
- ✓ Will Internet access be possible?
- ✓ OTHERS?

7. Manage the Library

Questions to address include the following:

- ✓ Will the library have a budget? If so, what will be the source of funding? How can the community be involved?
- ✓ Who will manage the library?
- ✓ How will you market the library to the community?
- ✓ What about the role of students in a school library?
- ✓ What about training for staff? Ongoing professional development? Training for future staff?
- ✓ What rules will there be for the library?
- ✓ What opportunities will there be for skills transfer and capacity building?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

Handout 2: Steps for Setting Up a Library: Peace Corps ICE Resources

Using Resources from Peace Corps Information Collection and Exchange (ICE)*:

1. **Form a Library Committee**
   Libraries for All! pp. 5-7.
   Setting Up and Running a School Library, pp. 12-14.

2. **Develop a Plan**
   PACA Idea Book, pp. 112-120, 137-149.
   The New Project Design and Management Workshop Training Manual, pp. 88-100, 153-155, 166-171.

3. **Secure a Location** (and equipment and shelving)
   Libraries for All! pp. 8, 72-77.
   Setting Up and Running a School Library, pp. 16-26, 70-73.

4. **Obtain Books and Resources**
   Libraries for All! pp. 9-18, 25-27.
   Setting Up and Running a School Library, pp. 37-41.
   Sources of Donated Books for Schools and Libraries (introductory material for policy; entire book for donor contacts)

5. **Organize and Classify Books**
   Libraries for All! pp. 38-59.
   Setting Up and Running a School Library, pp. 47-69.

6. **Establish Services**
   Setting Up and Running a School Library, pp. 74-81; 92-107.

7. **Manage the Library**
   Consider Management and Funding:
   Libraries for All! pp. 5-7, 18-32.
   Setting Up and Running a School Library, pp. 12-15.
   Make Decisions About Routine Maintenance:
   Libraries for All! pp. 29-30, 59-64, 66-70.
   Setting Up and Running a School Library, pp. 42-46, 76-91.
   Plan and Implement Marketing Strategies:
   Libraries for All! pp. 32-37.

***Publications from Peace Corps Information Collection and Exchange (ICE) (iceorders@peacecorps.gov)**

Libraries for All! [ICE No. RE035];
Setting Up and Running a School Library [ICE No. ED204];
Sources of Donated Books for Schools and Libraries [ICE No. RE003];
PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]; and
The New Project Design and Management Workshop Training Manual [ICE No. T0107]

Handout 3: Steps for Setting Up a Library: Worksheets

Step 1: Form a Library Committee			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 2: Develop of Plan			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 3: Secure a Location			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 4: Obtain Books and Resources			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 5: Organize and Classify Books			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 6: Establish Services			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 7: Manage the Library			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Handout 4: Sample Action Plan: Goal 1

Sample Action Plan: Goal 1

Goal 1: Establish a library committee

Objective 1: By end of month two, a community library committee with at least five members will be established.

Action Steps (what, by whom, and when):

A. Volunteer (or Volunteer and counterpart) will identify potential committee members within two weeks.
B. Volunteer (or Volunteer and counterpart) will contact identified potential committee members by or before end of month one.
C. Volunteer (or Volunteer and counterpart) will identify first meeting venue, date, and time and make logistical arrangements by or before end of month one.
D. Volunteer (or Volunteer and counterpart) will invite identified potential committee members to first meeting by or before end of month one.
E. Volunteer (or Volunteer and counterpart) will establish an agenda for the first meeting by or before end of month one.
F. Volunteer (or Volunteer and counterpart) will facilitate first meeting of the library committee by or before end of month two.

Objective 2: By end of month three, the library committee will meet at least twice and will establish a committee organizational structure, and define roles and responsibilities of the membership.

Action Steps (what, by whom, and when):

A. Library committee will meet at least twice by or before the end of month three.
B. Library committee will identify meeting venue and make logistical arrangements to meet on a regular basis, to be determined.
C. Library committee will decide on committee structure, elect officers, and set terms for officers and members at large by or before the end of month three.
D. Library committee will create initial job descriptions, including roles and responsibilities, for each office by or before the end of month three.
E. Library committee will establish a set of initial written guidelines (constitution or bylaws) by or before the end of month three.

Objective 3: By end of month three, the library committee will have agreed upon a mission for the library, created a mission statement, and developed a plan to promote and share the mission with the library community.

Action Steps (what, by whom, and when):

A. Library committee will meet at least twice and discuss the proposed mission of the library.
B. Library committee will develop a mutually-agreed upon mission statement.
C. Library committee will discuss ideas and develop a plan to promote and share the mission with the library community.

Use the questions in "Steps for Setting Up a Library: Questions" to assist in completing the remaining Goals, Objectives, and Action Steps in your Action Plan

Goal 2: Develop an Action Plan
Objective 1:
Action Steps (what, by whom, and when):

Objective 2:
Action Steps (what, by whom, and when):

Goal 3: Secure a Location
Objective 1:
Action Steps (what, by whom, and when):

Objective 2:
Action Steps (what, by whom, and when):

Goal 4: Obtain books and resources
Objective 1:
Action Steps (what, by whom, and when):

Objective 2:
Action Steps (what, by whom, and when):

Goal 5: Organize and classify books
Objective 1:
Action Steps (what, by whom, and when):

Objective 2:
Action Steps (what, by whom, and when):

Goal 6: Establish services
Objective 1:
Action Steps (what, by whom, and when):

Objective 2:
Action Steps (what, by whom, and when):

Goal 7: Manage the library
Objective 1:
Action Steps (what, by whom, and when):

Objective 2:
Action Steps (what, by whom, and when):

Trainer Material 1: Flip chart—Steps for Setting Up a Library

Create the flip chart below:

Steps for Setting Up a Library

1. Form a Library Committee
2. Develop a Plan
3. Secure a Location
4. Obtain Books and Resources
5. Organize and Classify Books
6. Establish Services
7. Manage the Library

Session: Organization and Classification

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale: This session introduces the concept of organization through classification in the library context. Participants are given the opportunity to practice several classification systems which could be used in a local library. Organization and classification enable library resources to be easily located and used by library visitors.

Target Audience: IST participants – Volunteers or Volunteers and counterparts

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 120 minutes

Prerequisites: Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Organization and Classification		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan and handouts.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary. For Handout 1: Word Salad, consider substituting the French and Spanish words with words in local language(s).
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Review *Setting Up and Running a School Library* [ICE No. ED204]. Pay particular attention to Pages 42-57 and 121-125.
5. Prepare Trainer Material 1: Flip charts. Create two flip charts using the information provided.
6. Prepare Handout 1: Word Salad, making any language substitutions as noted in 2 above. Photocopy and cut the words along the solid lines. Paperclip together one set of words per participant.
7. Photocopy Handout 2: Accession Register and Labeling Title Pages, one copy per participant.
8. Photocopy Handout 3: Book Labels, one copy per participant.
9. Photocopy and prepare Handout 4: Mini-Books. Use heavier cardstock if available; otherwise, regular paper will work. Cut Mini-Books along dotted lines. Three sets are needed for this session.

   Note:
   If you choose to do the session TP ED Libraries Borrowing and Lending, you will need one set of Handout 4 for every two participants.
10. Photocopy Handout 5: Classification Systems, one copy per participant.
11. Make a limited number of additional photocopies of Trainer Material 2: Steps for Setting Up a Library: Questions; Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources; and Trainer Material 4: Steps for Setting Up a Library: Worksheets for those participants who fail to bring their copies with them. (This is Handout 3 from Session: Steps for Setting Up a Library.)

Materials:

- **Equipment**
  1. *Setting Up and Running a School Library* [ICE No. ED204] – one copy per participant, distributed in Session: Information Resources for Library Projects
  2. *Libraries for All!* [ICE No. RE035] – one copy per participant, distributed in Session: Information Resources for Library Projects.
  3. Flip chart paper – at least 12-15 sheets total
  4. Pens or pencils for all participants
  5. Flip chart markers
  6. Paper clips – at least one per participant
  7. Watch, clock, or timer
- **Handouts**

  Handout 1: Word Salad
  Handout 2: Accession Register and Labeling Title Pages
  Handout 3: Book Labels
  Handout 4: Mini-Books
  Handout 5: Classification Systems

Session: Organization and Classification		
Date:	**Time:**	**Trainer(s):**

- **Trainer Materials**
  Trainer Material 1: Flip charts
  Trainer Material 2: Steps for Setting Up a Library: Questions
  Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources
  Trainer Material 4: Steps for Setting Up a Library: Worksheets

Session Learning Objective(s):

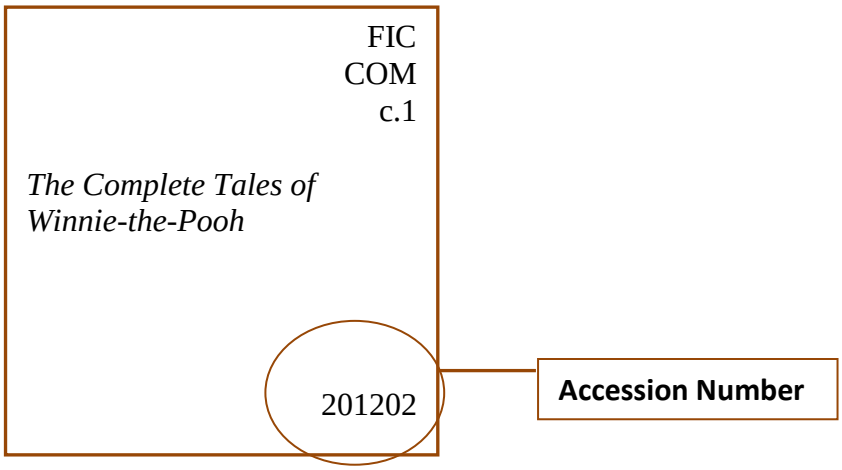
1. Working in small groups, participants will effectively explain how to use an accession register in conjunction with a library classification system.
2. After reviewing three classification systems for organization of library collections, participants will teach others how to apply at least one classification system in a library.
3. Individually, participants will consider three classification systems and then select which might be most appropriate for the library project in their communities.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes Handout 1: Word Salad (one set of words per participant) Trainer Material 1: Flip chart 1—Word Salad	**Word Salad** Participants engage in an activity which illustrates that an organized system is more efficient for both the user and those who are charged with creating and maintaining the order. 1. Distribute the sets of cut-out words from Handout 1—one set of words per participant. 2. Say, *"Each of you has a set of words. Take three minutes to arrange the words in whatever order you choose. Leave the slips of paper in an ordered stack."* 3. After three minutes, ask participants to pass their stack of words to the person on his/her right. 4. Refer participants to Flip chart 1 and ask participants to do the following with their new word stack: 1) Find the word "dog" and note how quickly you are able to locate the word. 2) Note the order, if any, used in this word stack. 3) Consider how this order compares to the order that you used for your own stack. 5. Debrief by asking participants to share their experiences with this activity. **Note**: Possible Questions: 1) Did anyone order the words alphabetically? 2) Did anyone use categories or subjects?

Phase / Time / Materials	Instructional Sequence
	3) Where did you place the word "fan"? – With other furniture? With other nouns? or With other verbs? 4) How did you handle the words in Spanish? French? There are no correct or incorrect answers – although some ordering systems may make finding words easier than others. 6. Say, *"There are many ways of finding books and information in a library. When you looked for the paper with the word 'dog,' you were browsing through the stack. With a small stack, it is fairly quick and easy. If you had a larger stack, with hundreds or even thousands, it would be more difficult. When the words, or books, or information pieces are arranged in an order that you understand, the 'discovery' process is much faster. An organized system is more efficient for both the user and those who are charged with creating and maintaining the order.* *We are going to talk about organization systems in the library context – specifically classification systems and book labeling processes that will be useful in your library projects."*
Information 1 15 minutes	**Inventory Systems** Participants are introduced to the accession register and how to implement one. The accession register is a simple way to inventory the library books. It also provides a unique identifier for each book, which is essential for locating books in an organized library. 1. Say, *"Before you can put your books in order on the shelves, you will need to know what you have – you need an inventory. And each book in the inventory needs a unique identifier. Barcodes are one form of unique identifiers used for inventory purposes in many settings, including supermarkets, bookstores, warehouses, and libraries.* *In many large libraries, such as a university library, a barcode number is attached to each book and used as the unique identifier. It is doubtful that you will have access to barcode labels or a barcode scanner, so an alternative method is to use an accession number. An accession number is a sequential number given to each item in the collection. You can begin numbering with number 1, or with the year and number 1 – for example, 201201, 201202, etc."* 2. Say, "*The accession number is recorded in two places:* • *A log or register, which can be a paper notebook or a computerized file* • *On the book itself – in <u>pencil</u>, and always in the same place on each book, preferably on the title page, <u>lower</u> right-hand corner"*

Phase / Time / Materials	Instructional Sequence
Trainer Material 1: Flip chart 2—Accesssion Register and Title Page of Book	3. Display Trainer Material 1: Flip chart 2.

Accession Register		
Accession Number	Title	Classification Code
201201	*Where There is No Doctor*	610
201202	*Complete Tales of Winnie-the-Pooh, The*	FIC
201203	*Where There is No Doctor*	610
201204		
201205		
201206		



4. Say, *"The accession register that you create will include three pieces of information about the book:*
   - *Accession number*
   - *Title of the book*
   - *Classification code—We will talk about the classification code in a few minutes.*

   The accession register serves as an inventory of the collection. A small collection of books with a printed accession register can be visually scanned to find any book in the collection. An accession register that is maintained as a spreadsheet can be searched using the software search functionality to find any book in the collection."

5. Say, *"Making an accession register is covered on Pages 42-44 of the book* Setting Up and Running a School Library. *The book also discusses creating a card catalog. However, we recommend that you do not create a card catalog, but instead modify the accession register slightly by adding the classification code for each title. A card catalog*

Phase / Time / Materials	Instructional Sequence
	is more complex than is necessary for a small collection and requires a high level of maintenance to keep it up-to-date. A modified accession register is easier to maintain and requires fewer materials." 6. Explain to participants that there might be two copies of the same book in a library. On Flip Chart 2, there are two copies of *Where There is No Doctor* listed with the same title and the same classification code but each copy of the book has a different accession number. The accession number is the unique identifier for each physical copy of a book. 7. Tell participants that a hand-written register is appropriate for a library with a small collection of books – fewer than 1,000 or so titles. Most Volunteer library projects are collections of less than 1,000 titles so our discussion focuses on methods for these smaller libraries. **Note:** For larger collections, a computerized file simplifies the process and allows for more functionality. For collections over 1,000 titles, a computerized method is strongly recommended if not required. A simple Excel spreadsheet – using the same format as a hand-written register – works well. 8. Ask participants, *"What questions do you have?"* Give participants a minute or two to respond.
Information 2 15 minutes	**Classification Systems and Book Labeling** Participants are introduced to three different classification systems and how to label books. Classification systems with book labels enable library visitors to locate and use books easily. Classification and organization are essential for locating books in a library. 1. Say, *"Classification systems are used to put books in order on the shelves. They enable library visitors to locate and use books easily. In this session, we will consider three different classification systems for organizing books in your library."* 2. Tell participants that the accession register is used for inventory purposes but not for shelving purposes. Instead, classification systems are used for shelving the books in order by subject. Most libraries begin by first dividing the books into fiction and non-fiction. Fiction books are shelved separately and are generally not separated by subject. In some libraries, fiction might be divided by "genre" – for example, mysteries, romance, and adventure. In smaller libraries, this is usually not necessary. **Note:** Remind participants that if they train their counterparts or communities, they may have to explain non-fiction and fiction in a different way. For example "real" versus "not real," or "understood to be factual" versus "invented by the author."

Phase / Time / Materials	Instructional Sequence
	3. Explain that to organize non-fiction books, libraries use a variety of different classification systems. Two of the most common and well-known systems of library classification are: • Library of Congress Classification System, used in most U.S. universities • Dewey Decimal Classification System, used in many large public and school libraries worldwide Other types of libraries and small libraries typically use modified systems to simplify the process. 4. Say, "*We will look at three modified systems that are described in 'Setting Up and Running a School Library' and that might be appropriate for your library project:* 1) *Dewey Decimal Classification* 2) *"Junior Colour Code"* 3) *"Timetable" classification (based on school curriculum)* 5. *"All three of these systems are based on arrangement by subject. Each system uses a code to represent the subject of the book. Most likely, you will use one of these three systems in your library. In a few minutes, we will look at these systems in more depth and you will have an opportunity to practice using them.* 6. *First, a note about labeling books. The classification number or code that you identify to indicate the subject of each book is written in three places:* 1) *In pencil, in the upper right corner of the title page of the book* 2) *In the accession register, in the column for "classification code"* 3) *On the label that will be affixed to the spine of the book. If the book is thin, the label will be affixed to the lower left corner of the cover."*
Handout 2: Accession Register and Labeling Title Pages	7. Distribute Handout 2, one copy per participant. 8. Tell participants that this handout is a reference to illustrate how to record books in an accession register and how to label the title pages of the books. Emphasize that the accession number is written in the lower right corner and the classification code is written in the upper right corner – in pencil.
Handout 3: Book Labels	9. Explain that the classification code is also written on a "book label" or "spine label" on the outside cover or spine of the book. The label will include the classification code and some additional book information. 10. Distribute Handout 3, one copy per participant.

Phase / Time / Materials	Instructional Sequence
	11. Explain that this handout illustrates a book label example for each of the three classification systems. The first three labels are for the same book, *Where There is No Doctor*, in each of the three different classification systems. • Each label has several pieces of information. The classification code is always included. • Another common practice is to include on the label the first three letters of the author or title of the book. We recommend using the first three letters of the title of the book as it is much easier in practice (and to teach). • For the Dewey example, 610 is the classification code; WHE are the first three letters of the title of the book; and "c.3" is used to designate the third copy of this book in the library. • In the "Junior Colour Code" system example, the color is also included on the label on the first line. If available, colored labels that match the color codes are also useful, especially for young children. • For the Timetable example, SCI is the classification code and stands for science. • Finally, the last example on the handout is for a fiction book, *The Little Red Hen*. In this case, standard practice is to use FIC on the first line to designate fiction. 12. Say, "*One more note: Fiction books are a special category and are treated differently. The most commonly used classification codes for fiction books are "F" or "FIC." The second line of the label would be the first three letters of either the author or the title – again, using the title is easier. However, this decision should be made carefully as both choices have advantages and disadvantages. It is easier to assign the code by title, but it then becomes difficult to find all of the books by a single author. It can be more difficult to assign the code by author, but the arrangement works best when your users often look for books by the same author."* 13. Tell participants, ***"<u>The most important rule when classifying books is to be consistent</u>."*** 14. Say, *"You will need to train others in your community, including library committee members, student aides, teachers, and library staff, on how to classify books. We will now practice both the classification systems and how to train others to use them."*
Practice 65 minutes	**Let's classify!** In small groups, participants review and practice each of the three classification systems, as well as an accession register. Each group will then practice training the other participant groups to set up an accession register and classify books using the assigned system. Implementation of a classification system and training others to use that system are important for a sustainable Volunteer library development project.

Phase / Time / Materials	Instructional Sequence
Setting Up and Running a School Library [ICE No. ED204] (at least one copy per group) Handout 4: Mini-Books Handout 5: Classification Systems	1. Divide participants into three groups. 2. Distribute *Setting Up and Running a School Library* [ICE No. ED204], one copy per participant, if participants do not have copies from a previous session. Ensure there is at least one copy of the book for each of the three groups. 3. Distribute Handout 4, one set of Mini-Books (cut apart) per group. 4. Distribute Handout 5, one copy per participant. 5. Assign one classification system as listed on Handout 5 to each group. 1) Dewey Decimal Classification 2) "Junior Colour Code" 3) "Timetable" classification (based on school curriculum) 6. Ask participants to • Read about the assigned classification system in *Setting Up and Running a School Library.* • As a group, prepare a brief 10-minute session to train the other participants on how to classify books using the assigned system. • Include how to create an accession register in your presentation. 7. Say, *"You have a set of Mini-Books that you may use as examples for classification and a blank accession register template. You also have flip chart paper and markers. You have 15 minutes to prepare your presentation."* 8. Circulate around the room, answering any questions that may arise. After 10 minutes, give the groups a five-minute warning. After five minutes, re-focus participants. Ask for a group to volunteer to begin. After all three groups have presented, re-focus the participants. **Note:** Learning Objectives 1 and 2 are assessed with this activity. 9. Say, *"These three classification systems are presented in the book* Setting Up and Running a School Library [ICE No. ED204] *and may meet the needs of your library project. For example, the Timetable classification system could be used in a primary school, the Junior Colour Code system could be used for the youngest readers, and the Dewey Decimal Classification System could be used in almost any community or school library. In most cases, one of these systems would work 'as is.' You may want to make slight modifications to fit your situation. However, be sure to consider the importance of both simplicity and the value of a standard system."*

Phase / Time / Materials	Instructional Sequence
	Note: Simplicity and a standard system are particularly important in the context of sharing among libraries and training new staff. 10. Tell participants that when they facilitate this type of training in their communities, they will probably want to use real books. Trainers should also include a session on book labeling. 11. Ask, *"What questions do you have?"* Allow time for participants to respond.
Application 10 minutes Handout 5: Classification Systems Trainer Material 2: Steps for Setting Up a Library: Worksheets	**Selecting a Classification System** Each participant will select one of the three classification systems presented to later recommend to his/her library committee for implementation in the community. 1. Say, *"Consider the three classification systems that we reviewed. Select an appropriate system that you might recommend and present to the library committee in your community. What are the advantages of this system for your particular situation and how will you present these advantages to the committee?* *Be sure to consider how you will explain the creation of an accession register and how it will be used as an inventory tool. Use Handout 5 to take notes. Include any notes on training methods from today. In addition, use the worksheets from Session: Steps for Setting Up a Library, labeled as Handout 3: Steps for Setting Up a Library: Worksheets. You can document your notes under Step 5: Organize and Classify Books. You will later discuss these notes with your library committee."* **Note:** Learning Objective 3 is assessed with this activity. 2. After five minutes, re-focus the participants. Ask if there are any questions or if any participants would like to share any insights. 3. If you are also holding the borrowing and lending session, say, *"In the next session, we will look at how these organization and classification systems are useful in the process of borrowing and lending books."* 4. Collect the Mini-Books from each group for use in Session: Borrowing and Lending.

Phase / Time / Materials	Instructional Sequence
Assessment	Learning Objective 1 is assessed during Practice. Participants work in small groups to read about one of three classification systems and review the accession register concept. Participants then create a presentation and explain the use of an accession register and the assigned classification system to the other participants. Learning Objective 2 is assessed during Practice. Participants work in small groups to read about one of three classification systems. They then create a presentation and explain their assigned system to the other participants. Learning Objective 3 is assessed during Application. Participants make notes on how they will present recommendations for a classification system to the library committee and how they will explain the value and use of an accession register.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

Libraries for All! [ICE No. RE035]

Setting Up and Running a School Library [ICE No. ED204]

Handout 1: Word Salad

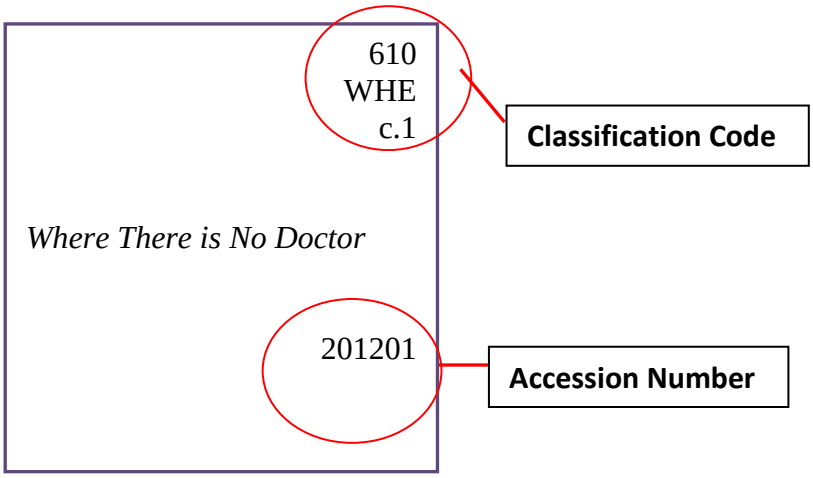
Prepare handout by substituting the words in French and Spanish with words in local language(s). Photocopy one handout per participant. Cut the words along the solid lines. Paper clip together one set of words per participant.

Dogs	Dig	Delicious	Desk
Pretty	Sofa	Le Chat	Pencil
Bookcase	Lion	Giraffe	Zebra
La Mesa	Hamster	Yellow	Soft
Easy	Chair	Table	Fast
Paper	Run	Animals	Plastic
Plant	Fan	Cats	Le Livre
Tiger	Walk	Caminar	Hit

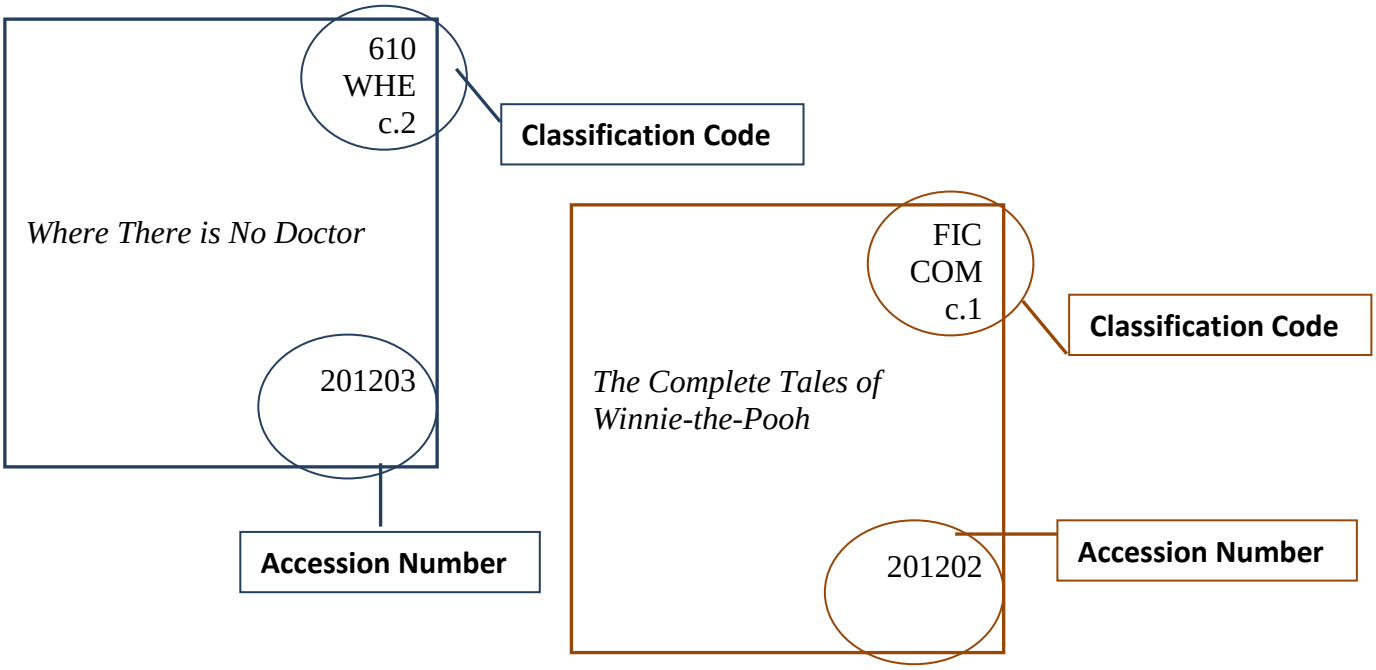
Handout 2: Accession Register and Labeling Title Pages

EXAMPLE title pages of books with

- classification code written in pencil in the upper right corner; and
- accession number written in pencil in the lower right corner.



Accession Register		
Accession Number	**Title**	**Classification Code**
201201	*Where There is No Doctor*	610
201202	*Complete Tales of Winnie-the-Pooh, The*	FIC
201203	*Where There is No Doctor*	610
201204		
201205		



The accession register is an inventory of the collection and, for smaller libraries, it may serve as a substitute for the traditional library catalog and all of its complexities.

Handout 3: Book Labels

Book label using Dewey Decimal Classification for *Where There is No Doctor*

610	Classification Code
WHE	First three letters of title
c.3	Copy number for the third copy of this book

Book label using Junior Colour Code Classification for *Where There is No Doctor*

RED	Color
610	Classification Code
WHE	First three letters of title
c.3	Copy number for the third copy of this book

Book label using Timetable Classification for *Where There is No Doctor*

SCI	Classification Code
WHE	First three letters of title
c.3	Copy number for the third copy of this book

Book label for a fiction book, *The Little Red Hen*

FIC	Classification Code
LIT	First three letters of title (IGNORE “A,” “An,” “The”)
c.1	Copy number for the first copy of this book

Handout 4: Mini-Books

Where There Is No Doctor

By David Werner, Jane Maxwell, Carol Thuman

Hesperian Foundation
1992

Teach English: A training course for teachers

By Adrian Doff

Cambridge Teaching Training and Development
Cambridge University Press
1988

The Complete Tales of Winnie-the-Pooh

By A.A. Milne

Dutton Juvenile
1996

The American Heritage Dictionary Third Edition

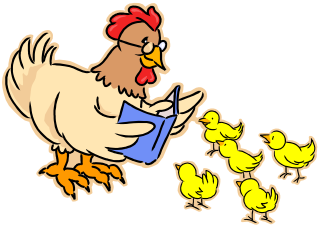
Copyright Houghton Mifflin, 1994
Published by Dell Publishing, a division of Bantam Publishing

Spain
Lonely Planet Country Guide

Damien Simonis, Sarah Andrews, Stuart Butler, Anthony Ham, John Noble, Josephine Quintero, Miles Roddis, Arpi Armenakian Shively

Lonely Planet
2009

The Little Red Hen **(Little Golden Book)**
Diane Muldrow (Editor), J.P. Miller (Illustrator)
Golden Books
2001



Handout 5: Classification Systems

1) Dewey Decimal Classification
Setting Up and Running a School Library, pp. 50-53 and 121-125
Read the assigned pages. Prepare a 10- to 15-minute session to train the other participants on how to set up an accession register and classify books using this system. For this exercise, use the chart on Page 50, which lists the 10 main categories of Dewey Decimal Classification. You have a set of Mini-Books to classify, a blank accession register template (below), and flip chart paper and markers.

2) "Junior Colour Code"
Setting Up and Running a School Library, pp. 53-54 and 121-125
Read the assigned pages. Prepare a 10- to 15-minute session to train the other participants on how to set up an accession register and classify books using this system. For this exercise, use the chart on Page 54, which lists the 10 main subjects of the "Junior Colour Code." You have a set of Mini-Books to classify, a blank accession register template (below), and flip chart paper and markers.

3) "Timetable" classification (based on school curriculum)
Setting Up and Running a School Library, pp. 49
Read the assigned page. Prepare a 10- to 15-minute session to train the other participants on how to set up an accession register and classify books using this system. For this exercise, use the chart on Page 49, which lists 15 "timetable" (curriculum) subjects. You have a set of Mini-Books to classify, a blank accession register template (below), and flip chart paper and markers.

Accession Register		
Accession Number	**Title**	**Classification Code**

Recommended classification for library project in my community:

Please include the advantages of the accession register and the recommended classification system for the library in your community. Also consider any notes on how to train your library committee on both the accession register and the classification system.

Advantages:

Training Notes:

Trainer Material 1: Flip charts

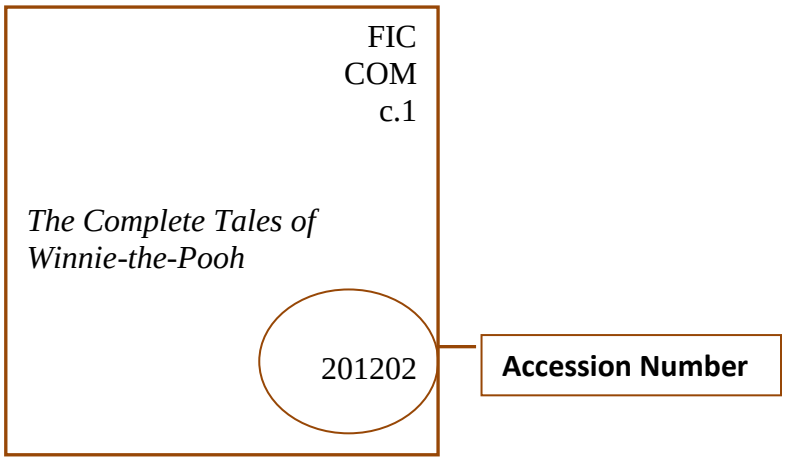
Flip chart 1: Word Salad

Word Salad

1) Find the word "dog" and note how quickly you are able to locate the word.
2) Note the order, if any, used in this word stack.
3) Consider how this order compares to the order that you used for your own stack.

Flip chart 2: Accession Register and Title Page of Book

Accession Register		
Accession Number	**Title**	**Classification Code**
201201	*Where There is No Doctor*	610
201202	*Complete Tales of Winnie-the-Pooh, The*	FIC
201203	*Where There is No Doctor*	610
201204		
201205		
201206		



Trainer Material 2: Steps for Setting Up a Library: Questions

1. **Form a Library Committee**
2. **Develop a Plan**
3. **Secure a Location**
4. **Obtain Books and Resources**
5. **Organize and Classify Books**
6. **Establish Services**
7. **Manage the Library**

These are selected questions to address as you develop your plan and your project. There will be additional questions and you may want to address some of them during multiples stages of the process.

1. Form a Library Committee

Questions to address include the following:

- ✓ Is a resource center/library needed or wanted by the community? How do you know?
- ✓ How will a library committee be formed?
- ✓ Who will be on the committee? How many members will there be? How will the members be selected?
- ✓ How will decisions be made? (consensus, voting, quorum)
- ✓ What will be the rules for the committee? (What will be the rules for meeting attendance? How will changes be made to the rules?
- ✓ What will be the mission of the library? How will you share the mission statement of the library?
- ✓ OTHERS?

2. Develop a Plan

Questions to address include the following:

- ✓ What assets does the community already have that will support the development of a library?
- ✓ What information resources does your community already have?
- ✓ Is a library a priority for the community in relation to other projects?
- ✓ How can the community be involved in supporting a library? (e.g., fund raising, in-kind contributions, etc.)
- ✓ Who are the stakeholders in the community for a library development project?
- ✓ What other information centers are there in the community? Will this project complement them? What are the possibilities for collaboration?
- ✓ What is the purpose of the library? Who will it serve?
- ✓ Who will be responsible for the day-to-day maintenance and development?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

3. Secure a Location

Questions to address include the following:

- ✓ Where will the library be located? How will the best location for the library be selected?
- ✓ Will you build a library? Use an existing space? Use a space within a school, shop, or community building? Use a virtual space? A bookmobile?
- ✓ Will Internet access be possible? Reliable electricity?
- ✓ Are there security issues? How will the location be secured? Who will be responsible?
- ✓ Who will physically set up the resource center/library? (Volunteers, students, community members?)
- ✓ What about furnishings (e.g., signs, chairs, shelves, tables, etc.)?
- ✓ OTHERS?

4. Obtain Books and Resources

Questions to address include the following:

- ✓ Where will the books, periodicals, and audiovisuals come from initially? In the future?
- ✓ Are there locally published materials? Local publishers?
- ✓ Are there donor or charitable organizations in-country that could assist?
- ✓ Will students and/or adults be willing to write or gather stories to place in the library?
- ✓ What will be the focus of the collection? What formats will be included (books, videos, CD-ROMs)? In which language(s) will materials be collected?
- ✓ How will decisions be made about removing ("weeding") outdated or worn books?
- ✓ Is book mending and repair possible?
- ✓ OTHERS?

5. Organize and Classify Books

Questions to address include the following:

- ✓ How will the collection be organized? (Dewey Decimal Classification? General subject order?)
- ✓ How will the books be labeled?
- ✓ Are supplies (e.g., automation supplies, notebooks, pens, tape, etc.) available locally or could they be made from locally available items?
- ✓ Who will do the processing?
- ✓ OTHERS?

6. Establish Services

Questions to address include the following:

- ✓ Will the library support multiple user groups, perhaps students during the day and adults after school hours?
- ✓ Will it be possible to share (lend and borrow) books with other local libraries?
- ✓ Will the library support multiple uses? Internet center? Adult education classroom? Radio broadcasting station? After-school study center? Women's group meeting center?
- ✓ Will books remain in the library or be lent?
- ✓ Who will be allowed to borrow books? Will there be restrictions?
- ✓ How many books can be borrowed at one time? For how long?
- ✓ Will you keep statistics on library usage – number of visitors, books borrowed, etc.?
- ✓ Will you train children on care of books?
- ✓ Will you charge fees for books that are not returned or not returned on time?
- ✓ How will you manage lost or damaged books?
- ✓ Is there a computer available for an online catalog and checkout system? Is there reliable electricity?
- ✓ Will Internet access be possible?
- ✓ OTHERS?

7. Manage the Library

Questions to address include the following:

- ✓ Will the library have a budget? If so, what will be the source of funding? How can the community be involved?
- ✓ Who will manage the library?
- ✓ How will you market the library to the community?
- ✓ What about the role of students in a school library?
- ✓ What about training for staff? Ongoing professional development? Training for future staff?
- ✓ What rules will there be for the library?
- ✓ What opportunities will there be for skills transfer and capacity building?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources

Using Resources from Peace Corps Information Collection and Exchange (ICE)*:

1. **Form a Library Committee**
   Libraries for All! pp. 5-7.
   Setting Up and Running a School Library, pp. 12-14.

2. **Develop a Plan**
   PACA Idea Book, pp. 112-120, 137-149.
   The New Project Design and Management Workshop Training Manual, pp. 88-100, 153-155, 166-171.

3. **Secure a Location** (and equipment and shelving)
   Libraries for All! pp. 8, 72-77.
   Setting Up and Running a School Library, pp. 16-26, 70-73.

4. **Obtain Books and Resources**
   Libraries for All! pp. 9-18, 25-27.
   Setting Up and Running a School Library, pp. 37-41.
   Sources of Donated Books for Schools and Libraries (introductory material for policy; entire book for donor contacts)

5. **Organize and Classify Books**
   Libraries for All! pp. 38-59.
   Setting Up and Running a School Library, pp. 47-69.

6. **Establish Services**
   Setting Up and Running a School Library, pp. 74-81; 92-107.

7. **Manage the Library**
   Consider Management and Funding:
   Libraries for All! pp. 5-7, 18-32.
   Setting Up and Running a School Library, pp. 12-15.
   Make Decisions About Routine Maintenance:
   Libraries for All! pp. 29-30, 59-64, 66-70.
   Setting Up and Running a School Library, pp. 42-46, 76-91.
   Plan and Implement Marketing Strategies:
   Libraries for All! pp. 32-37.

***Publications from Peace Corps Information Collection and Exchange (ICE) (iceorders@peacecorps.gov)**

Libraries for All! [ICE No. RE035]
Setting Up and Running a School Library [ICE No. ED204]
Sources of Donated Books for Schools and Libraries [ICE No. RE003]
PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]
The New Project Design and Management Workshop Training Manual [ICE No. T0107]

Trainer Material 4: Steps for Setting Up a Library: Worksheets

Step 1: Form a Library Committee			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 2: Develop of Plan			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 3: Secure a Location			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 4: Obtain Books and Resources			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 5: Organize and Classify Books			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 6: Establish Services			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 7: Manage the Library			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Session: Borrowing and Lending

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale:	This session introduces systems of borrowing and lending which participants could adapt to use in a local library project.
Target Audience:	IST participants – Volunteers or Volunteers and counterparts
Trainer Expertise:	IRC manager or technical trainer with knowledge of libraries
Time:	1 hour
Prerequisites:	Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library; Organization and Classification
Version:	Feb-2013
Contributing Posts:	PC/Albania PC/Lesotho PC/Morocco PC/Paraguay PC/Philippines PC/South Africa

Session: Borrowing and Lending		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan and handouts.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Photocopy Handout 1: Borrowing and Lending Systems, one copy per participant.
5. Make a limited number of additional photocopies of Trainer Material 1: Steps for Setting Up a Library: Questions; Trainer Material 2: Steps for Setting Up a Library: Peace Corps ICE Resources; and Trainer Material 3: Steps for Setting Up a Library: Worksheets for those participants who fail to bring their copies with them.

   Note:
   Participants should have these worksheets from previous sessions.

6. Gather the Mini-Books used in Session: Organization and Classification and ensure there are sufficient sets to distribute one set for every two participants. Make a limited number of additional photocopies of Trainer Material 4: Mini-Books if there are not a sufficient number of existing sets.
7. Prepare Trainer Material 5: Flip chart. Create one flip chart using the information provided.

Materials:

- **Equipment**
  1. Flip chart paper
  2. Markers
  3. Pens or pencils for all participants
  4. Watch, clock or timer
- **Handouts**
  Handout 1: Borrowing and Lending Systems
- **Trainer Materials**
  Trainer Material 1: Steps for Setting Up a Library: Questions
  Trainer Material 2: Steps for Setting Up a Library: Peace Corps ICE Resources
  Trainer Material 3: Steps for Setting Up a Library: Worksheets
  Trainer Material 4: Mini-Books
  Trainer Material 5: Flip chart

Session Learning Objective(s):

1. Working in pairs, participants will create and facilitate a mini-training about one of three borrowing and lending systems.
2. After considering locally available resources and local customs toward borrowing and lending, participants will identify an appropriate borrowing and lending system for use in their specific community library projects.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes	**Borrowing and Lending in Your Community** Participants reflect on their observations and experiences with borrowing and lending in general in their communities. These observations are related to developing a positive borrowing and lending system in a community library context. 1. Ask participants to reflect on their observations and experiences with borrowing and lending – in general – in their communities in [insert country name]. 2. For example, Do people in the community lend items or do they give them, with no expectation of getting them back? Do people borrow or do they ask and expect to keep the items? Lead a brief discussion on this. **Post Adaptation**: Please answer the questions above with respect to the culture(s) at your post. 3. What are some ways to encourage a positive borrowing and lending experience and ways to avoid a negative borrowing and lending experience? Is borrowing and lending even feasible in your community? For instance, in some cultures, if someone asks you for something, it is expected that you will give it to him or her and not expect it to be returned. **Post Adaptation**: 1) Possible Answers: Have a clear and mutual understanding of expectations; be fair and treat others equally; in some situations – do not borrow or lend; return borrowed items as promised; model the behavior you expect others to follow, etc. 2) Responses will vary; adapt as appropriate to post context. 4. Ask participants, *"What are some ways to encourage a positive borrowing and lending experience, specifically in a library?"* Lead a brief discussion on this topic. **Note**: Possible suggestions for a successful borrowing and lending system in a library: • Ensure rules are appropriate to the community. (For example, in a school situation, lending periods might cease a few weeks prior to the end of the term.) • Ensure all library staff and users are fully informed and trained on the system. • In a school library, use students as library monitors. • Lend only one book at a time. • Establish classroom mini-libraries or reading corners for use only in the classroom – no borrowing outside the classroom. • Reward borrowers when books are returned on time rather than charging fines for books returned late. 5. Say, *"In some communities, your project may expose community members to a library for the first time. Not all school, community, or resource center libraries are lending libraries. For example, if the library primarily serves a transient population, it might make more sense to keep the books for reading in the library. You and your library committee will need to decide whether to lend books and if so, how. To help with these decisions, we will look at some simple systems to keep track of the borrowing and lending of books."*

Phase / Time / Materials	Instructional Sequence
Information 15 minutes Trainer Material 1: Steps for Setting Up a Library: Questions Trainer Material 2: Steps for Setting Up a Library: Peace Corps ICE Resources Trainer Material 3: Steps for Setting Up a Library: Worksheets	**Borrowing and Lending Systems** Participants are introduced to three library lending systems – the notebook system; the borrower card system; and the spreadsheet system. Participants will need to consider whether or not to lend books and, if so, which system would be most appropriate. 1. Say, *"Before we talk about specific lending systems, we need to look at the questions that you and your library committee will need to address in creating lending and borrowing policies and rules. There are no definitive answers but, for example:* • *Who will be allowed to borrow books? – Students? Teachers? Community members?* • *How many books can be borrowed at one time? – One only? A limited number? For how long? – One week? One semester?* • *Will you charge fees for books that are not returned or not returned on time? Charging fees can be a problem in terms of misunderstandings; public relations; staff time; security, etc.* • *How will you handle lost or damaged books? – Encourage students to look for and return books before the end of the term; you may or may not decide to charge for lost or damaged books, but be fair and equal to all borrowers; keep in mind the normal wear and tear of books."* 2. Tell participants that these questions are included in the handouts from Session: Steps for Setting Up a Library. Trainer Material 1 provides the relevant questions for each step and the Trainer Material 2 provides references to further information about each question. These handouts are useful in completing the worksheets in Trainer Material 3 that we have been using throughout this training package. Step 6: Establish Services includes borrowing and lending systems. These questions will be an important part of the planning process for the library committee. 3. Tell participants, "*If you and your library committee decide you will lend books, you will want to select a system that is easy for staff to implement and easy for both staff and borrowers to use to check out books.* *This type of system for borrowing and lending books is often referred to in library terms as a "circulation system." As you are going through the planning process, you and the library committee might want to visit other local libraries to see the systems in place and how they are used. For example, if you are setting up a school library and your students frequent a public library, you may want to consider using a similar system in the school library.* 4. *The first step for any lending system is to create a Register or a list of the users who will borrow or check out books. A typical Register is a set of cards – one card per user – with the following information: Last name; first name; contact information; date registered; and any notes that might be important within your system."*

Phase / Time / Materials	Instructional Sequence
Handout 1: Borrowing and Lending Systems	5. Distribute Handout 1, one copy per participant. 6. Say, *"Handout 1 illustrates a sample Register card."* **Sample Register Card** **Last name (Surname), First name:** *Morris, Suzanne* **Contact information (Grade/class or school or address or phone or email, etc.):** *Grade 3* **Date registered:** *10/2/11* **Notes (date withdrawn, etc.):** 7. Say, *"The Register cards record information about the library users and are filed in a card box, alphabetically by last name."* 8. Explain that Handout 1 also gives examples of three different borrowing and lending systems – a notebook system, a borrower card system, and a spreadsheet system. All three examples can be used by library staff to check out books to borrowers and then check in the books when they are returned. 9. The Notebook System uses Register cards in conjunction with a Notebook. The Notebook System uses a simple bound notebook or a ring-binder with lined pages to record transactions – the borrowing and lending information. 10. The Borrower Card System also uses the Register cards to record information about the borrowers. In addition, the Borrower Card System uses a second set of cards to record information about the books borrowed by any individual borrower. 11. The Spreadsheet System uses Excel or other spreadsheet software to record information about the borrowers in one tab, and information about the books borrowed in another tab. The tabs may or may not be linked and the data can, of course, be sorted in various ways. 12. Looking at the examples on the handout – Suzanne Morris is a borrower and her contact information is found in the Register Card for both the Notebook System and the Borrower Card System, and in Tab 1 of the Spreadsheet System. Then, in the Notebook System, we can see that Suzanne borrowed *The Little Red Hen* on June 1 and returned it on June 14, one day before it was due. The Notebook also indicates that Suzanne borrowed a second book on June 5 and George Robinson borrowed a book on June 4. The Borrower Card System records the same information about books borrowed from the library, but on separate cards for each borrower. The Spreadsheet System is essentially a computerized Notebook System with added functionality, such as searching and sorting.

Phase / Time / Materials	Instructional Sequence
	13. Say, *"We have just looked at three different circulation systems. Let us take a minute and look at the benefits and challenges of each. This might help you and your library committee to choose the best system for your library."* 14. Explain the benefits and challenges of the three systems. For the Notebook System: • Benefits: Few materials are needed – a notebook and a pen; works well with a known group of users; it is easy and quick to set up. • Challenges: It is time-consuming to record all the information for each book every time. 15. For the Borrower Card System: • Benefits: All the books borrowed by one user are on a single card; it is easy to find specific borrowers' cards because they are filed alphabetically; it is easy to add new users and remove those who are no longer borrowers. • Challenges: The cards can be misfiled or lost; it is slow to check out books because you have to write all the information about a book each time; it is difficult to identify who has a particular book that has not been returned. 16. For the Spreadsheet System: • Benefits: It is easy to locate a borrower, books, dates, and other pieces of information; it is easy to create lists and tailored reports; the information can be kept in more than one location; the records are easily duplicated. • Challenges: It does not work where there is no electricity; it requires a working computer and software; it may require more staff training. 17. Say, *"You and your library committee may select one of these systems – or an alternate system that is familiar to your borrowers. The objective is to select a system that is appropriate for both staff and borrowers, and that matches the resources available."*
Practice 20 minutes Handout 1: Borrowing and Lending Systems	**Borrowing and Lending: Training Others** Participants work in pairs to practice how they would train library staff on checking in and checking out books using two of the specific systems reviewed. Implementation of a borrowing and lending system and training others to use that system will both be important for successfully managing a library. 1. Say, "*Whichever borrowing and lending system you decide to implement in the library, it will be important to train staff on how to check in and check out books."* 2. Say, *"We are going to practice some dialogues that may be useful for you when training local staff on checking in and checking out books. We will practice using two of the three borrowing and lending systems that we just discussed. We will not practice training for the Spreadsheet System during this session, but you can review that on your own and consider how you might develop training using that system."*

Phase / Time / Materials	Instructional Sequence
Trainer Material 4: Mini-Books	3. Ask participants to find a partner to work in pairs. 4. Say, *"When we begin, decide which of you will train the other on the Notebook System and which will train on the Borrower Card System. Take five minutes to prepare a five-minute mini-training. You may use any handouts, mini-books, books, paper, markers, or whatever supplies are available similar to those in Trainer Material 4. One of you will play the role of the Volunteer and the other will play the role of the student aide or library staff member in training. After the first five-minute training, change roles. Let's get started."* 5. After five minutes, invite participants to begin training their partners. **Note:** Learning Objective 1 is assessed with this activity. 6. After five minutes, announce the change of roles. After all participants have played each role, re-focus the group. 7. Lead a brief discussion by asking participants, *"What did you learn from this exercise that you could use when you are training library staff in your community?"* **Note:** Possible Answers: It is important to understand the system well before training someone else; there are many details to consider; training community members may involve language issues; explaining once is usually not enough; learning library systems is an active process that requires hands-on practice and repetition; actual training time will be much greater in practice 8. Say, "*In your community, the mini-training that you practiced today would need to be expanded. It might be a group training and you will also need to train others to facilitate this and other library training. You might want to consider preparing a video or use other multi-media or creative methods."* **Note:** Volunteers create informal videos, YouTube postings, online modules, etc. for all types of training. Volunteers are encouraged to do the same for library projects
Application 5-10 minutes Handout 1: Borrowing and Lending Systems Trainer Material 1: Steps for Setting Up a	**Selecting a Borrowing and Lending System** Each participant will select one of the three borrowing and lending systems presented to later recommend to his/her library committee for implementation in the community. 1. Say, *"Consider the three borrowing and lending systems that we reviewed. Select an appropriate system that you might recommend and present to the library committee in your community.* *"Use Handout 1 to take notes. Include any notes on training methods that you may have gained today. Be sure to also use Step 6: Establish Services from Trainer Material 1 to document your notes to the questions on this flip chart. You will later discuss these notes with your library committee."*

Phase / Time / Materials	Instructional Sequence
Library: Questions Trainer Material 2: Steps for Setting Up a Library: Peace Corps ICE Resources Trainer Material 3: Steps for Setting Up a Library: Worksheets Trainer Material 5: Flip chart 1: Selecting a Borrowing and Lending System: Questions	2. Show Trainer Material 5: Flip chart 1 • What are the advantages of this system for your particular situation and how will you present these advantages to the committee? • What are the available resources? • If you will not be using computers, how will you explain the creation of a Register of Library Users, and how it will be used in conjunction with either a Notebook System or a Borrower Card System? • If you will be using computers, how will you explain the use of a Spreadsheet System? 3. After 5-10 minutes, re-focus the participants. Ask, *"What questions do you have?"* **Note:** Learning Objective 2 is assessed with this activity.
Assessment	Learning Objective 1 is assessed during Practice. Each participant practices training one system to a partner participant and learns about another system from a partner participant. Learning Objective 2 is assessed during Application. Participants individually consider the three borrowing and lending systems and select which might be most appropriate for the library project in their communities.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

- *Libraries for All!* [ICE No. RE035]
- *Setting Up and Running a School Library* [ICE No. ED204]

Handout 1: Borrowing and Lending Systems

1) Notebook system:

Uses a Register (set of cards) to record information about borrowers and a Notebook to record information about the books as they are borrowed.

Sample Register Card

Last name (Surname), First name:
Morris, Suzanne
Contact information (Grade/class or school or address or phone or email, etc.):
Grade 3
Date registered: *10/2/11*
Notes (date withdrawn, etc.):

Sample Register Card

Last name (Surname), First name:
Robinson, George
Contact information (Grade/class or school or address or phone or email, etc.):
Grade 3
Date registered: *10/2/11*
Notes (date withdrawn, etc.):

Sample Notebook with Entry

Date Borrowed	Last Name	First Name	Title of Book	Accession Number	Date Due	Date Returned
6/1/12	*Morris*	*Suzanne*	*The Little Red Hen*	*201202*	*6/15/12*	*6/14/12*
6/4/12	*Robinson*	*George*	*Goodnight Moon*	*201207*	*6/18/12*	
6/5/12	*Morris*	*Suzanne*	*The Giving Tree*	*201208*	*6/19/12*	

2) Borrower card system:

Uses a Register (set of cards) to record information about borrowers and a set of Borrower Cards to record information about the books as they are borrowed.

Sample Register Card

Last name (Surname), First name:
Morris, Suzanne
Contact information (Grade/class or school or address or phone or email, etc.):
Grade 3
Date registered: *10/2/11*
Notes (date withdrawn, etc.):

Sample Borrower Card with Entry

Morris, Suzanne

Date Borrowed	Title of Book	Accession Number	Date Due	Date Returned
6/1/12	*The Little Red Hen*	*201202*	*6/15/12*	*6/14/12*
6/5/12	*The Giving Tree*	*201208*	*6/19/12*	

Sample Register Card

Last name (Surname), First name:
Robinson, George
Contact information (Grade/class or school or address or phone or email, etc.):
Grade 3
Date registered: *10/2/11*
Notes (date withdrawn, etc.):

Sample Borrower Card with Entry

Robinson, George

Date Borrowed	Title of Book	Accession Number	Date Due	Date Returned
6/4/12	*Goodnight Moon*	*201207*	*6/18/12*	

3) **Spreadsheet system** (using 2 tabs in an Excel workbook):

Tab 1: Register of Library Users

Sample Register of Library Users					
Date Registered	**Last Name**	**First Name**	**Contact Information (Grade/class or school or address or phone or email, etc.)**	**Date Withdrawn**	**Notes**
10/2/11	*Morris*	*Suzanne*	*Grade 3*		
10/2/11	*Robinson*	*George*	*Grade 3*		

Tab 2: Record of Books Borrowed

Sample Record of Books Borrowed						
Date Borrowed	**Last Name**	**First Name**	**Title of Book**	**Accession Number**	**Date Due**	**Date Returned**
6/1/12	*Morris*	*Suzanne*	*The Little Red Hen*	*201202*	*6/15/12*	*6/14/12*
6/4/12	*Robinson*	*George*	*Goodnight Moon*	*201207*	*6/18/12*	
6/5/12	*Morris*	*Suzanne*	*The Giving Tree*	*201208*	*6/19/12*	

Recommended borrowing and lending system for library project in my community:

Advantages:

Training Notes:

Trainer Material 1: Steps for Setting Up a Library: Questions

1. **Form a Library Committee**
2. **Develop a Plan**
3. **Secure a Location**
4. **Obtain Books and Resources**
5. **Organize and Classify Books**
6. **Establish Services**
7. **Manage the Library**

These are selected questions to address as you develop your plan and your project. There will be additional questions. And you may want to address some of these questions at multiples stages of the process.

1. Form a Library Committee

Questions to address include the following:

- ✓ Is a resource center/library needed or wanted by the community? How do you know?
- ✓ How will a library committee be formed?
- ✓ Who will be on the committee? How many members will there be? How will the members be selected?
- ✓ How will decisions be made? (consensus, voting, quorum)
- ✓ What will be the rules for the committee? What will be the rules for meeting attendance? How will changes be made to the rules?
- ✓ What will be the mission of the library? How will you share the mission statement of the library?
- ✓ OTHERS?

2. Develop a Plan

Questions to address include the following:

- ✓ What assets does the community already have that will support the development of a library?
- ✓ What information resources does your community already have?
- ✓ Is a library a priority for the community in relation to other projects?
- ✓ How can the community be involved in supporting a library? (e.g., fund raising, in-kind contributions, etc.)
- ✓ Who are the stakeholders in the community for a library development project?
- ✓ What other information centers are there in the community? Will this project complement them? What are the possibilities for collaboration?
- ✓ What is the purpose of the library? Who will it serve?
- ✓ Who will be responsible for the day-to-day maintenance and development?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

3. Secure a Location

Questions to address include the following:

- ✓ Where will the library be located? How will the best location for the library be selected?
- ✓ Will you build a library? Use an existing space? Use a space within a school, shop, or community building? Use a virtual space? A bookmobile?
- ✓ Will Internet access be possible? Reliable electricity?
- ✓ Are there security issues? How will the location be secured? Who will be responsible?
- ✓ Who will physically set up the resource center/library? (Volunteers, students, community members?)
- ✓ What about furnishings (e.g., signs, chairs, shelves, tables, etc.)?
- ✓ OTHERS?

4. Obtain Books and Resources

Questions to address include the following:

- ✓ Where will the books, periodicals, and audiovisuals come from initially? In the future?
- ✓ Are there locally published materials? Local publishers?
- ✓ Are there donor or charitable organizations in-country that could assist?
- ✓ Will students and/or adults be willing to write or gather stories to place in the library?
- ✓ What will be the focus of the collection? What formats will be included (books, videos, CD-ROMs)? In which language(s) will materials be collected?
- ✓ How will decisions be made about removing ("weeding") outdated or worn books?
- ✓ Is book mending and repair possible?
- ✓ OTHERS?

5. Organize and Classify Books

Questions to address include the following:

- ✓ How will the collection be organized? (Dewey Decimal Classification? General subject order?)
- ✓ How will the books be labeled?
- ✓ Are supplies (e.g., automation supplies, notebooks, pens, tape, etc.) available locally or could they be made from locally available items?
- ✓ Who will do the processing?
- ✓ OTHERS?

6. Establish Services

Questions to address include the following:

- ✓ Will the library support multiple user groups, perhaps students during the day and adults after school hours?
- ✓ Will it be possible to share (lend and borrow) books with other local libraries?
- ✓ Will the library support multiple uses? Internet center? Adult education classroom? Radio broadcasting station? After-school study center? Women's group meeting center?
- ✓ Will books remain in the library or be lent?
- ✓ Who will be allowed to borrow books? Will there be restrictions?
- ✓ How many books can be borrowed at one time? For how long?
- ✓ Will you keep statistics on library usage – number of visitors, books borrowed, etc.?
- ✓ Will you train children on care of books?
- ✓ Will you charge fees for books that are not returned or not returned on time?
- ✓ How will you manage lost or damaged books?
- ✓ Is there a computer available for an online catalog and checkout system? Is there reliable electricity?
- ✓ Will Internet access be possible?
- ✓ OTHERS?

7. Manage the Library

Questions to address include the following:

- ✓ Will the library have a budget? If so, what will be the source of funding? How can the community be involved?
- ✓ Who will manage the library?
- ✓ How will you market the library to the community?
- ✓ What about the role of students in a school library?
- ✓ What about training for staff? Ongoing professional development? Training for future staff?
- ✓ What rules will there be for the library?
- ✓ What opportunities will there be for skills transfer and capacity building?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

Trainer Material 2: Steps for Setting Up a Library: Peace Corps ICE Resources

Using Resources from Peace Corps Information Collection and Exchange (ICE)*:

1. **Form a Library Committee**
   Libraries for All! pp. 5-7.
   Setting Up and Running a School Library, pp. 12-14.

2. **Develop a Plan**
   PACA Idea Book, pp. 112-120, 137-149.
   The New Project Design and Management Workshop Training Manual, pp. 88-100, 153-155, 166-171.

3. **Secure a Location** (and equipment and shelving)
   Libraries for All! pp. 8, 72-77.
   Setting Up and Running a School Library, pp. 16-26, 70-73.

4. **Obtain Books and Resources**
   Libraries for All! pp. 9-18, 25-27.
   Setting Up and Running a School Library, pp. 37-41.
   Sources of Donated Books for Schools and Libraries (introductory material for policy; entire book for donor contacts)

5. **Organize and Classify Books**
   Libraries for All! pp. 38-59.
   Setting Up and Running a School Library, pp. 47-69.

6. **Establish Services**
   Setting Up and Running a School Library, pp. 74-81; 92-107.

7. **Manage the Library**
   Consider Management and Funding:
   Libraries for All! pp. 5-7, 18-32.
   Setting Up and Running a School Library, pp. 12-15.
   Make Decisions About Routine Maintenance:
   Libraries for All! pp. 29-30, 59-64, 66-70.
   Setting Up and Running a School Library, pp. 42-46, 76-91.
   Plan and Implement Marketing Strategies:
   Libraries for All! pp. 32-37.

***Publications from Peace Corps Information Collection and Exchange (ICE) (iceorders@peacecorps.gov)**

Libraries for All! [ICE No. RE035]
Setting Up and Running a School Library [ICE No. ED204]
Sources of Donated Books for Schools and Libraries [ICE No. RE003]
PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]
The New Project Design and Management Workshop Training Manual [ICE No. T0107]

Trainer Material 3: Steps for Setting Up a Library: Worksheets

Step 1: Form a Library Committee			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 2: Develop of Plan			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 3: Secure a Location			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 4: Obtain Books and Resources			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 5: Organize and Classify Books			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 6: Establish Services			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 7: Manage the Library			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Trainer Material 4: Mini-Books

Where There Is No Doctor

By David Werner, Jane Maxwell, Carol Thuman

Hesperian Foundation
1992

Teach English: A training course for teachers

By Adrian Doff

Cambridge Teaching Training and Development
Cambridge University Press
1988

The Complete Tales of Winnie-the-Pooh

By A.A. Milne

Dutton Juvenile
1996

The American Heritage Dictionary Third Edition

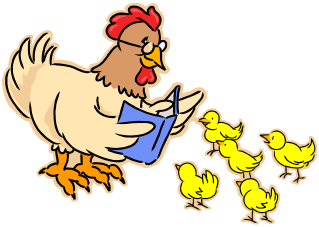
Copyright Houghton Mifflin, 1994
Published by Dell Publishing, a division of Bantam Publishing

Spain
Lonely Planet Country Guide

Damien Simonis, Sarah Andrews, Stuart Butler, Anthony Ham, John Noble, Josephine Quintero, Miles Roddis, Arpi Armenakian Shively

Lonely Planet
2009

The Little Red Hen **(Little Golden Book)**
Diane Muldrow (Editor), J.P. Miller (Illustrator)
Golden Books
2001



Trainer Material 5: Flip chart

Flip chart 1: Selecting a Borrowing and Lending System: Questions

- What are the advantages of this system for your particular situation and how will you present these advantages to the committee?
- What are the available resources?
- If you will not be using computers, how will you explain the creation of a Register of Library Users, and how it will be used in conjunction with either a Notebook System or a Borrower Card System?
- If you will be using computers, how will you explain the use of a Spreadsheet System?

Session: Library Supplementary Services

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale: This session provides a brief overview of library supplementary services which may enhance and enrich the role of the library in a community.

Target Audience: IST participants – Volunteers or Volunteers and counterparts

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 1 hour

Prerequisites: Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library; Organization and Classification; Borrowing and Lending

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Library Supplementary Services		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan and handouts.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Review *Setting Up and Running a School Library* [ICE No. ED204]. Pay particular attention to Pages 71-72.
5. Review *Libraries for All!* [ICE No. RE035]. Pay particular attention to Pages 32-37 and 72-76.
6. Set up computer and projector with Trainer Material 1: Library Scene Cartoons A and B (see separate PowerPoint file) or print out Handout 1: Library Scene Cartoons A and B, one copy for every four or five participants and distribute as indicated during Information.
7. Make a limited number of additional photocopies of Trainer Material 2: Steps for Setting Up a Library: Questions; Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources; and Trainer Material 4: Steps for Setting Up a Library: Worksheets for those participants who fail to bring their copies with them.

   Note:
   Participants should have these handouts and worksheets from previous sessions.

Materials:

- **Equipment**
  1. *Setting Up and Running a School Library* [ICE No. ED204] – one copy per participant, distributed in Session: Information Resources for Library Projects
  2. *Libraries for All!* [ICE No. RE035] – one copy per participant, distributed in Session: Information Resources for Library Projects
  3. Flip chart paper – three to five sheets
  4. Markers
  5. Watch, clock or timer
  6. Computer with PowerPoint and projector – if available
- **Handouts**
  Handout 1: Library Scene Cartoons A and B (as alternative to Trainer Material 1 PowerPoint file)
- **Trainer Materials**
  Trainer Material 1: Library Scene Cartoons A and B (refer to separate PowerPoint file) or use Handout 1 as alternative if computer, projector, and PowerPoint are not available
  Trainer Material 2: Steps for Setting Up a Library: Questions
  Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources
  Trainer Material 4: Steps for Setting Up a Library: Worksheets

Session Learning Objective(s):

1. In small groups, participants will identify proper and improper library signage, shelving, and floor plans from cartoon libraries.
2. After a discussion about library activities, each participant will identify at least three activities that would be appropriate for the library in his or her community.
3. In small groups, participants will engage in a library activity—group storytelling, which can be modified or replicated in their community libraries.

Session: Library Supplementary Services		
Date:	**Time:**	**Trainer(s):**
4. In a large group, participants will identify and explain at least two methods they will use to share information and ideas about library development in [insert country name].		

Phase / Time / Materials	Instructional Sequence
Motivation 5 minutes	**Library Supplementary Services: Understanding Your Community** Participants reflect on events they have attended in [insert country name] that have been enjoyable. They think about marketing concepts regarding the events – e.g., how the event was promoted – in order to successfully introduce library services in their communities and encourage library use by community members. 1. Say, *"Think about an event you have attended in your community or in [insert country name] that you found enjoyable. Consider some of these specific questions…"* As participants are thinking, ask each of the following questions. Wait 10 seconds or so between questions so participants have time to think about the event. • What made the event a success? • How did people learn about the event? • What encouraged them to attend? • What made the event memorable? • Why would you want to attend a similar event again? 2. Ask, *"Would anyone like to share a story or idea?"* 3. Say, *"Understanding your community will help you introduce library services and encourage library use. We will talk about some of the services and activities that other libraries have used and give you an opportunity to consider other possibilities."*
Information 25 minutes	**Library Supplementary Services: Space Planning, Signage, and Activities** Participants are introduced to some guidelines for space planning, layout, and signage that can be used to make libraries inviting and efficient places that are welcoming to community members. They look at two examples of uninviting, inefficient library settings, and suggest improvements. Participants also brainstorm ideas for activities to enhance basic library services. Knowledge of good library layout, signage, and activities will facilitate welcoming Volunteer library projects. **Note:** Literacy activities, which might be appropriate for a library project, are included in the following Education sector training packages: Decoding: Learning to Read; Comprehending: Reading to Learn; and Community Engagement in Literacy (2013 deliverable).

Phase / Time / Materials	Instructional Sequence
	1. Say, *"Core services – such as providing access to books – are the essential operations of a library. Good space planning creates a welcoming and efficient space for these operations. Additional services and activities are then needed to continue to attract and retain library users.* *In this session we will discuss some services and activities that can be carried out in your library space. We will only have time to touch on these ideas and provide some tips for creating a welcoming space. Sharing ideas and successful practices with each other is encouraged. Libraries are founded on the concepts of networking and sharing – both within a library that serves a community and also across libraries."* 2. Tell participants that building a library doesn't necessarily mean community members or students will come to the library. Space planning, signage, shelving, marketing, services, and activities are all important to move your library from a collection of books to a vibrant and positive space for the community. 3. Say, *"Let us talk first about the library space. A well-thought out floor plan makes a library more inviting.* • *Furniture should be proportional to the size of the room and placed with the library user and staff in mind.* • *One-sided shelving units should be placed along the walls.* • *Double-sided shelving units can be placed in the middle of the room and efficiently fit more books."* 4. Ask participants, *"What are some other <u>space</u> considerations that would encourage people in the community (or school) to use the library?"* Lead a brief discussion. **<u>Note</u>:** Possible Responses: good lighting; windows; bright colors; temperature of the room; seating; desks or workspaces; appropriate flooring; not too crowded; sound levels. 5. Tell participants about the following tips for shelving books. Explain that these tips should be taught to members of the library committee, as well as all library staff: • When possible, do not place books very high or on very low shelves. • Books placed on shelves between eye-level and knee-level are borrowed more frequently. • Place books on shelves from top to bottom, left to right, with the book spines facing out. Refer to Pages 71-72 in *Setting Up and Running a School Library* for instructions to use in your training. **<u>Post Adaptation</u>:** For languages that are read from left to right, books are shelved left to right, top to bottom, with book spines facing out. For other languages, adapt the shelving method to the method used in local libraries. 6. Explain that signs should be used to help library staff and users find books by themselves. Signs can be directional, informational, or identifying.

Phase / Time / Materials	Instructional Sequence
Trainer Material 1: Library Scene Cartoons A and B (see separate PowerPoint file) Handout 1: Library Scene Cartoons A and B (one copy for every group of four or five participants)	• Directional Signs: label the book shelves • Informational Signs: inform users about policies and upcoming events • Identifying Signs: identify the library and welcome users to the space 7. Put participants in groups of four or five. 8. If possible, project Trainer Material 1 (see separate PowerPoint file.) 9. Distribute Handout 1, one for every four or five participants. 10. Say, *"Let's look at some library scenes that could use some improvement."* Ask each group to circle or make a list of the things that need improvement in each of the cartoons. Give participants three minutes. 11. Lead a brief discussion by asking, "*What is wrong with Library Scene A*?" **Note:** Answer key for Library Scene A: • Librarian sign is misspelled ("libarian" → librarian) • Single-sided shelves in the middle of the room • Librarian desk faces away from the door and the main library • Books are piled on the floor • Books on top of shelf • Backpack on top of shelf • No directional or informational signs 12. Lead a brief discussion by asking "*What is wrong with Library Scene B*?" **Note:** 1) Answer key for Library Scene B: • Messy food on book in library • "No food" sign is negative (better: "Please Eat Your Lunch in the Lunchroom") • The background color of the "no food" sign is too dark with no contrast between font color and sign color • Library sign is misspelled ("libbary" → library) • Fiction sign is misspelled ("ficion" → fiction) • Fiction sign is confusing AND placed too high • Tipped plant on floor blocking the door • There are books on upper and lower shelves but two of the middle shelves do not have books • Computer is chained and cannot be used 2) Learning Objective 1 is assessed with this activity. 13. Say, *"In addition to the physical environment, a library becomes an inviting space by offering a variety of services and activities that match the mission of the library and the needs of the community. This is the fun stuff! Let us think about some of the possibilities. For example, storytelling and language clubs are two possible activities that might be offered in a community library. What are some other suggestions?"* **Note:** Possible Responses: book clubs, story hours, computer classes, storytelling, literacy clubs,

Phase / Time / Materials	Instructional Sequence
Flip chart paper	language clubs, homework help, games, arts and crafts, bookmaking, drama, poetry clubs, cultural events, financial literacy classes, women's leadership events, art exhibits, photography, read-a-thons, culture corners, community leaders telling traditional stories, safe place to study after school, especially for girls, etc. 14. Record suggestions on a flip chart. 15. Say, *"It is important to share your ideas and build on the experiences and best practices of others. What fails in one community may be a great success in another. Take two minutes to identify three to five of these activities that you might discuss with your library committee for possible implementation in the library."* **Note:** Learning Objective 2 is assessed with this activity.
Practice 20 minutes *Setting Up and Running a School Library* [ICE No. ED204] *Libraries for All!* [ICE No. RE035] Trainer Material 2: Steps for Setting Up a Library: Questions Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources	**Library Services: Activities** Participants practice one type of library activity – group storytelling. Activities bring community members to the library and enhance basic library services. They are essential. Libraries are more than the lending and borrowing of books, and offering a variety of activities encourages library use. 1. Divide participants into groups of five or six and ask each group to form a circle. 2. Say, *"We are going to practice one type of activity that is very common in libraries – storytelling. This activity is group storytelling. The first person completes the sentence provided. Each person, in turn, then adds one sentence to the story. We are all going to work with the same topic – 'One day, I opened the door to the library and…' Continue around the circle until time is called. We will now begin."* 3. After 3-4 minutes, call time. 4. Say, *"Group storytelling is an activity that you and your library committee might decide to modify and use in your library. There are many variations and you might want to select and try a variety of storytelling activities. You can find some ideas in 'Setting Up and Running a School Library,' pp. 102-103 and also in 'Libraries for All!' pp.3-37.* **Note:** Learning Objective 3 is assessed with the storytelling activity. 5. *Say, "Take out your Steps for Setting Up a Library: Questions; Steps for Setting Up a Library: Peace Corps ICE Resources; and Steps for Setting Up a Library: Worksheets. Take a few minutes to write down some ideas about space planning, signage, and activities."*

Phase / Time / Materials	Instructional Sequence
Trainer Material 4: Steps for Setting Up a Library: Worksheets	6. After a few minutes, say, *"You will later discuss these notes with your library committee members. They will likely have additional suggestions for activities to support the mission of the library, whether the mission includes, for example, fostering a reading culture, developing literacy, providing a space for learning, or serving as a gathering place for the community."* 7. Ask participants, *"What questions do you have?"*
Application 10 minutes Flip chart paper	**Library Services: Sharing Ideas and Experiences** Participants brainstorm and record possible methods for communicating and sharing their growing knowledge of library development. Going forward, participants can encourage and help each other by sharing their experiences with library development and ideas for library services and activities. 1. Say, *"During this workshop, we've talked about a lot of the issues surrounding library development – from the basics of setting up a library and organizing the collections to making the library an inviting and relevant asset to the community. As you move forward with your library projects, you will have more ideas and gain experience about what does and does not work."* 2. Ask participants, *"How will you share this growing expertise? As we mentioned at the beginning of this session, sharing and networking are defining characteristics of the library world. We need to consider how we will share, as a group, the resources and experiences that we will have going forward. Let's write down some ideas."* Ask for a volunteer to record responses on a flip chart. **Note:** 1) Possible Responses: email list; text messaging; local website; SharePoint site; Facebook; articles in PC [insert country name] newsletters; signs in PC IRC or office; meetings at PC office or in communities, etc. 2) Learning Objective 4 is assessed with this activity. 3. Facilitate discussion. Say, *"Who will volunteer to coordinate these tasks and responsibilities for these suggestions?"* Note on flip chart. Also note any timeframes or schedules, if necessary. **Note:** 1) Possible Questions: For example, for email: Are there any volunteers to coordinate the list? Does a list already exist that we can use? What is the deadline for creation? Does everyone have email access? Are there advantages or disadvantages of email that we need to consider? 2) Use similar questions for other suggestions that are made for networking strategies. Remind participants that these responsibilities belong to them. 4. This is the end of the library workshop. Distribute certificates, if appropriate.

Phase / Time / Materials	Instructional Sequence
Assessment	Learning Objective 1 is assessed during Information. Participants engage in a brief discussion by suggesting additional concerns related to library space planning. Participants also identify problems and suggest improvements for two specific example library scenes. Learning Objective 2 is assessed during Information. After the group brainstorms possible library activities, participants will individually identify at least three of these activities that would be appropriate for the libraries in their communities. Learning Objective 3 is assessed during Practice. Participants engage in a library activity – group storytelling – which they could then modify or replicate in their communities. Learning Objective 4 is assessed during Application. Participants decide on at least two methods that they will use to share information and ideas about library development in [insert country name].
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

Libraries for All! [ICE No. RE035]

Setting Up and Running a School Library [ICE No. ED204]

Handout 1: Library Scene Cartoons A and B

Library Scene A

Library Scene B

Trainer Material 2: Steps for Setting Up a Library: Questions

1. **Form a Library Committee**
2. **Develop a Plan**
3. **Secure a Location**
4. **Obtain Books and Resources**
5. **Organize and Classify Books**
6. **Establish Services**
7. **Manage the Library**

These are selected questions to address as you develop your plan and your project. There will be additional questions. And you may want to address some of these questions at multiples stages of the process.

1. Form a Library Committee

Questions to address include the following:

- ✓ Is a resource center/library needed or wanted by the community? How do you know?
- ✓ How will a library committee be formed?
- ✓ Who will be on the committee? How many members will there be? How will the members be selected?
- ✓ How will decisions be made? (consensus, voting, quorum)
- ✓ What will be the rules for the committee? What will be the rules for meeting attendance? How will changes be made to the rules?
- ✓ What will be the mission of the library? How will you share the mission statement of the library?
- ✓ OTHERS?

2. Develop a Plan

Questions to address include the following:

- ✓ What assets does the community already have that will support the development of a library?
- ✓ What information resources does your community already have?
- ✓ Is a library a priority for the community in relation to other projects?
- ✓ How can the community be involved in supporting a library? (e.g., fund raising, in-kind contributions, etc.)
- ✓ Who are the stakeholders in the community for a library development project?
- ✓ What other information centers are there in the community? Will this project complement them? What are the possibilities for collaboration?
- ✓ What is the purpose of the library? Who will it serve?
- ✓ Who will be responsible for the day-to-day maintenance and development?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

3. Secure a Location

Questions to address include the following:

- ✓ Where will the library be located? How will the best location for the library be selected?
- ✓ Will you build a library? Use an existing space? Use a space within a school, shop, or community building? Use a virtual space? A bookmobile?
- ✓ Will Internet access be possible? Reliable electricity?
- ✓ Are there security issues? How will the location be secured? Who will be responsible?
- ✓ Who will physically set up the resource center/library? (Volunteers, students, community members?)
- ✓ What about furnishings (e.g., signs, chairs, shelves, tables, etc.)?
- ✓ OTHERS?

4. Obtain Books and Resources

Questions to address include the following:

- ✓ Where will the books, periodicals, and audiovisuals come from initially? In the future?
- ✓ Are there locally published materials? Local publishers?
- ✓ Are there donor or charitable organizations in-country that could assist?
- ✓ Will students and/or adults be willing to write or gather stories to place in the library?
- ✓ What will be the focus of the collection? What formats will be included (books, videos, CD-ROMs)? In which language(s) will materials be collected?
- ✓ How will decisions be made about removing ("weeding") outdated or worn books?
- ✓ Is book mending and repair possible?
- ✓ OTHERS?

5. Organize and Classify Books

Questions to address include the following:

- ✓ How will the collection be organized? (Dewey Decimal Classification? General subject order?)
- ✓ How will the books be labeled?
- ✓ Are supplies (e.g., automation supplies, notebooks, pens, tape, etc.) available locally or could they be made from locally available items?
- ✓ Who will do the processing?
- ✓ OTHERS?

6. Establish Services

Questions to address include the following:

- ✓ Will the library support multiple user groups, perhaps students during the day and adults after school hours?
- ✓ Will it be possible to share (lend and borrow) books with other local libraries?
- ✓ Will the library support multiple uses? Internet center? Adult education classroom? Radio broadcasting station? After-school study center? Women's group meeting center?
- ✓ Will books remain in the library or be lent?
- ✓ Who will be allowed to borrow books? Will there be restrictions?
- ✓ How many books can be borrowed at one time? For how long?
- ✓ Will you keep statistics on library usage – number of visitors, books borrowed, etc.?
- ✓ Will you train children on care of books?
- ✓ Will you charge fees for books that are not returned or not returned on time?
- ✓ How will you manage lost or damaged books?
- ✓ Is there a computer available for an online catalog and checkout system? Is there reliable electricity?
- ✓ Will Internet access be possible?
- ✓ OTHERS?

7. Manage the Library

Questions to address include the following:

- ✓ Will the library have a budget? If so, what will be the source of funding? How can the community be involved?
- ✓ Who will manage the library?
- ✓ How will you market the library to the community?
- ✓ What about the role of students in a school library?
- ✓ What about training for staff? Ongoing professional development? Training for future staff?
- ✓ What rules will there be for the library?
- ✓ What opportunities will there be for skills transfer and capacity building?
- ✓ Will the library be sustainable? If so, how?
- ✓ OTHERS?

Trainer Material 3: Steps for Setting Up a Library: Peace Corps ICE Resources

Using Resources from Peace Corps Information Collection and Exchange (ICE)*:

1. **Form a Library Committee**
   Libraries for All! pp. 5-7.
   Setting Up and Running a School Library, pp. 12-14.

2. **Develop a Plan**
   PACA Idea Book, pp. 112-120, 137-149.
   The New Project Design and Management Workshop Training Manual, pp. 88-100, 153-155, 166-171.

3. **Secure a Location** (and equipment and shelving)
   Libraries for All! pp. 8, 72-77.
   Setting Up and Running a School Library, pp. 16-26, 70-73.

4. **Obtain Books and Resources**
   Libraries for All! pp. 9-18, 25-27.
   Setting Up and Running a School Library, pp. 37-41.
   Sources of Donated Books for Schools and Libraries (introductory material for policy; entire book for donor contacts)

5. **Organize and Classify Books**
   Libraries for All! pp. 38-59.
   Setting Up and Running a School Library, pp. 47-69.

6. **Establish Services**
   Setting Up and Running a School Library, pp. 74-81; 92-107.

7. **Manage the Library**
   Consider Management and Funding:
   Libraries for All! pp. 5-7, 18-32.
   Setting Up and Running a School Library, pp. 12-15.
   Make Decisions About Routine Maintenance:
   Libraries for All! pp. 29-30, 59-64, 66-70.
   Setting Up and Running a School Library, pp. 42-46, 76-91.
   Plan and Implement Marketing Strategies:
   Libraries for All! pp. 32-37.

***Publications from Peace Corps Information Collection and Exchange (ICE) (iceorders@peacecorps.gov)**

Libraries for All! (No. RE035)
Setting Up and Running a School Library [ICE No. ED204]
Sources of Donated Books for Schools and Libraries [ICE No. RE003]
PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]
The New Project Design and Management Workshop Training Manual [ICE No. T0107]

Trainer Material 4: Steps for Setting Up a Library: Worksheets

Step 1: Form a Library Committee			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 2: Develop a Plan			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 3: Secure a Location			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 4: Obtain Books and Resources			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 5: Organize and Classify Books			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 6: Establish Services			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 7: Manage the Library			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Session: Library Field Trip (Optional)

Sector(s):	Education
Competency:	Promote sustainable library development
Training Package:	Libraries
Terminal Learning Objective:	Using the Steps for Setting Up a Library, participants will form a community library committee to create and implement a sustainable library development plan.

Session Rationale: This session provides an opportunity for participants to visit at least one local library or resource center in [insert country name] to observe and gain insights which would be valuable for library projects in their communities.

Target Audience: IST participants

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 3-4 hours

Prerequisites: Introduction to Sustainable Library Development; either Information Resources for Library Projects **OR** Peace Corps Resources for Library Projects; Steps for Setting Up a Library

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Library Field Trip (Optional)		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan and handouts.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Inform staff at the libraries or resource centers to be visited that participants will: tour the library and learn about what the library does; observe and ask questions; explore books in the collection, and possibly take notes. Ask if photography would be permitted.

   Note:
   If not culturally appropriate for participants to take notes, tell participants that they will need to recall the information they observe.

5. Identify, contact, and make necessary appointments at local libraries or resource centers.
6. Make all necessary transportation and logistical arrangements.
7. The technical trainer and/or IRC manager should accompany participants on the field trip.
8. Photocopy Handout 1: Field Trip Questions and Observations – one copy for each participant for each library or resource center to be visited.
9. Make a limited number of additional photocopies of Trainer Material 1: Steps for Setting Up a Library: Worksheets for those participants who fail to bring their copies with them.

   Note:
   Participants should have these worksheets from previous sessions.

Materials:

- **Equipment**
  1. Transportation
  2. Paper and pens or pencils for all participants to take notes
  3. Flip chart paper
  4. Markers
  5. Watch, clock, or timer
- **Handouts**
  Handout 1: Field Trip Questions and Observations
- **Trainer Materials**
  Trainer Material 1: Steps for Setting Up a Library: Worksheets

Session Learning Objective(s):

1. Participants will identify at least three practices of local libraries by observing and asking culturally-appropriate questions during visit(s) to local library(ies).
2. After visiting local libraries, each participant will identify at least three observed practices to explore with his or her library committee.

Phase / Time / Materials	Instructional Sequence
Motivation 5 minutes	**Library Book Hunt** Participants are given the objectives of the field trip. They are also asked to look for three specific categories of books in each library. The assignment provides structure to the visit, as well as a starting point for a later discussion about book collections and organization. 1. Say, "*Today we will be visiting [insert number] library(ies). We will meet with the staff at each library to establish contacts and begin networking. As we tour the library space(s), you will have an opportunity to gather ideas that might be appropriate for implementation in your community libraries.*" 2. Ask participants to look for two of the following items in each library visited: 1) A book by your favorite author. 2) A book by an author from [insert country name]. 3) A book that you would like to have in the library in your community.
Information 1-3 hours Handout 1: Field Trip Questions and Observations	**Field Visit(s)** Participants are provided with the field trip logistics information and a list of questions to guide their observations during the library visit(s). The information gathered from these questions will be valuable when Volunteers and the library committees are considering the options available for their community libraries. 1. Distribute Handout 1, one copy per participant for each library or resource center to be visited. 2. **Post Adaptation**: Provide participants field trip logistics information, such as where to meet the vehicle and time of departure and return. 3. **Post Adaptation**: Give participants a brief overview of the library(ies) that they will be visiting. Inform them if there are any specific things other than what is in Handout 1 that they need to observe at each library. 4. **Post Adaptation**: Decide appropriate protocol for asking questions of library staff and inform participants of this protocol. 5. Say, *"Read through the questions on the front side of Handout 1. Use these questions as a guide during our visit(s) to record information about the library(ies) that will be helpful to you as you are planning the library project in your community. Use the top half of the reverse side for the three Library Book Hunt questions. We will use the bottom portion of the reverse side of the handout after we return."* 6. Visit to library(ies) or resource center(s): Participants visit and observe practices that might be adapted or useful to their local library projects. 7. Conduct the visit(s).

Phase / Time / Materials	Instructional Sequence
Practice 20 minutes	**Field Trip Debrief and Sharing** After the field trip visit(s), participants gather to discuss the "Library Book Hunt" experience, the library observations recorded on Handout 1, and implications for the libraries in their communities. These discussions will assist participants in framing discussions with their library committees and facilitate more informed decision-making. 1. After the field trip visits to local libraries or resource centers, re-group the participants. Facilitate a discussion based on the field trip visit(s). 2. Begin by asking for responses to the "Library Book Hunt," introduced before leaving on the field trip: 1) A book by your favorite author. 2) A book by an author from [insert country name]. 3) A book that you would like to have in the library in your community. 3. Ask participants the following questions. Allow time for responses between each question. • What did you learn from this book hunt activity? **Note:** Possible Responses: I did not find any local authors; I found only local authors; There were only books from the U.S.; I now have some ideas for other books to consider for my community library. • Were there any surprises about books that you were able to find or not able to find? **Note:** Possible Responses: I was surprised that I could not find any dictionaries; There were a lot of books that I would like to order; Everything looked very old and worn. • How easy or difficult was it to find books in the library(ies) visited? **Note:** Possible Responses: The books were not in any order that I could understand; Books listed were not on the shelves.
Handout 1: Field Trip Questions and Observations	4. Continue the discussion using the questions on Handout 1, as appropriate, for each library visited. **Note:** Learning Objective 1 is assessed with this activity. 5. Say, *"These questions are useful as starting points for discussions with your library committee. You can also use a similar format handout as you and your committee visit other libraries."*

Phase / Time / Materials	Instructional Sequence
Application 10-15 minutes Flip chart paper	**Selecting Observed Practices for Further Consideration** Participants identify three practices they observed that they will consider with the library committee in their communities. The notes participants record will later form part of their library project development plans. As a group, participants also suggest additional libraries or other places related to library projects that they may want to visit in the future. This list provides a starting point for additional networking. 1. Say, *"Using the topics we've just discussed, and your observations from the library(ies) we visited today, take five minutes to identify at least three practices that you will consider with the library committee in your community. Record your ideas on the reverse side of one copy of Handout 1."* **Note:** Learning Objective 2 is assessed with this activity. 2. After five minutes, re-focus the participants. 3. Ask for a few participants to share the practices they have recorded on Handout 1. 4. Say, *"We visited only [insert number] library(ies) today but there are other libraries, resource centers, book stores, publishers, and other places related to library projects that you may want to visit. As a group, let's quickly write down as many of these as we can."* 5. Ask for a volunteer to record notes on a flip chart. **Note:** Responses will vary widely by country. 6. Say, *"We hope you will make time to visit some of these libraries and other places."*
Assessment	Learning Objective 1 is assessed during Practice. Participants observe and ask specific questions about library practices and services during field trip visit(s). During Practice, participants discuss observations and responses to questions asked during the field trip visit(s). Learning Objective 2 is assessed during Application. Participants individually consider the practices and services observed during the field trip visit(s) and identify three which might be most appropriate for the library project in their communities.

Phase / Time / Materials	Instructional Sequence
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more/less time for certain activities?]

Resources:

Libraries for All! [ICE No. RE035]

Setting Up and Running a School Library [ICE No. ED204]

Handout 1: Field Trip Questions and Observations

Name of library and date visited:

1. Where is the library and when is it open?

2. Who are the users of this library?

3. Do the users of this library overlap with the users of your library – or could they?

4. Who works in the library?

5. What is the size and focus of the collection? What topics are included?

6. From where are books obtained? Are any of them obtained locally?

7. What kind of shelving is used? Is it functional? Produced locally?

8. How are the books organized? What classification system is used?

9. What system is used to keep track of borrowing and lending, if relevant?

10. What kinds of signs are used? (examples)

11. What activities or services other than lending books does the library offer?

12. Is the library used for multiple events? (e.g., women's clubs, literacy classes, or poetry contests)

13. Does the library produce marketing materials? (e.g., bookmarks, brochures of services, posters)

14. Other questions or observations?

Library Book Hunt

Look for two of the following items in the library visited:

1. A book by your favorite author.
2. A book by an author from this country.
3. A book that you would like to have in the library in your community.

Observed practices to explore for library project in my community:

1) a. Practice observed:

b. Where:

c. Notes:

2) a. Practice observed:

b. Where:

c. Notes:

3) a. Practice observed:

b. Where:

c. Notes:

Trainer Material 1: Steps for Setting Up a Library: Worksheets

Step 1: Form a Library Committee			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 2: Develop a Plan			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 3: Secure a Location			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 4: Obtain Books and Resources			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 5: Organize and Classify Books			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 6: Establish Services			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Step 7: Manage the Library			
TASK	**WHO is Responsible?**	**By WHEN?**	**NOTES**

Global Education

TRAINING PACKAGE

(One Session Only)

Office of Overseas Programming & Training Support (OPATS)

FEBRUARY 2013

[DRAFT FOR PILOT]

Session: Sustainable Library Development for the Education Sector

Sector(s):	Education
Competency:	Facilitate improved teaching and learning skills and practices
Training Package:	Global Education
Terminal Learning Objective:	By the end of this session, participants will identify the characteristics of a sustainable library and use Peace Corps Information Collection and Exchange (ICE) publications to locate information for sustainable library development projects.

Session Rationale: This session prepares participants for library development projects by introducing them to the Peace Corps Information Collection and Exchange (ICE) publications that will be useful guides throughout the process. This session also introduces the concepts of sustainability and "first, do no harm" in the context of library development.

Target Audience: PST or IST Education participants

Trainer Expertise: IRC manager or technical trainer with knowledge of libraries

Time: 120 minutes

Prerequisites: None

Version: Feb-2013

Contributing Posts:

PC/Albania
PC/Lesotho
PC/Morocco
PC/Paraguay
PC/Philippines
PC/South Africa

Session: Sustainable Library Development for the Education Sector		
Date:	**Time:**	**Trainer(s):**

Trainer preparation:

1. Review the session plan, handouts, and Trainer Material 3.
2. Consider local conditions, participants' experience, and trainer knowledge of libraries to adapt the session plan, if necessary.
3. Text marked as "Say" can be read directly, paraphrased, or modified as appropriate.
4. Photocopy handouts: One copy per participant of Handout 1, Handout 2, Handout 4, and Handout 5; one copy per small group of Handout 3.
5. Review Trainer Material 1: Library Photos PowerPoint. Adapt to local context, if appropriate, and add any post-specific library photos, if available.
6. Set up computer and projector. Alternative: Print out Trainer Material 1: Library Photos and post on the walls in the training space prior to arrival of participants.
7. Prepare the flip chart from Trainer Material 2.

Materials:

- **Equipment**
  1. Flip chart
  2. Markers
  3. Pens or pencils for all participants
  4. Masking tape
  5. Watch, clock, or timer
  6. Computer with PowerPoint and projector – if available
  7. CD-ROM with ICE publications, *Sharing Promising Promises* [ICE No. RE014K]: One copy for each participant
  8. ICE publications related to library development (Four titles listed below—One copy for every five participants OR one copy per participant if preferred.):
     - *Libraries for All!* [ICE No. RE035]
     - *Setting Up and Running a School Library* [ICE No. ED204]
     - *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]
     - *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]
- **Handouts**
  Handout 1: Starting a Library Project: One Volunteer's Story
  Handout 2: Additional Information Resources for Library Projects
  Handout 3: Finding Information in Peace Corps ICE Publications
  Handout 4: The Principle of "Do No Harm" and "Book Dumping"
  Handout 5: Volunteer Library Project Stories
- **Trainer Materials**
  Trainer Material 1: Library Photos (refer to separate PowerPoint file)
  Trainer Material 2: Flip Chart—What does sustainability look like for a library?
  Trainer Material 3: Volunteer Library Project Stories—Possible Responses

Session: Sustainable Library Development for the Education Sector		
Date:	**Time:**	**Trainer(s):**

Session Learning Objective(s):

1. After reviewing four ICE publications in small groups, each participant will correctly answer four questions relevant to library development.
2. After discussing "First, Do No Harm," participants will identify at least three unintended negative consequences of "Book Dumping."
3. After reviewing case studies of Volunteer involvement in library projects, participants will identify the characteristics of a sustainable library project.
4. After a large group discussion, participants will identify at least four local sources of library expertise.

Phase / Time / Materials	Instructional Sequence
Motivation 15 minutes Trainer Material 1: Library Photos (refer to separate PowerPoint file) Handout 1: Starting a Library Project: One Volunteer's Story	**Volunteer Involvement in Library Projects** Some statistics on Peace Corps Volunteer involvement in library projects are provided in this section. Participants will read an example of one successful Volunteer library project that illustrates the importance of sustainability in the library context. 1. Before session begins, set up computer and projector to present Trainer Material 1: Library Photos. Run this repeating PowerPoint presentation as participants arrive and during the Motivation phase of the session, or print out Trainer Material 1: Library Photos and post on the walls in the training space prior to arrival of participants. **Note**: If you print the photos and tape them on the wall, give participants a few minutes to walk around and reflect on the library photos. 2. Direct attention of participants to the looping PowerPoint of library photos. Say, "*Peace Corps Volunteers have been involved in library projects in all parts of the world and across the years. These photos are just a few examples*." 3. Say, *"According to the 2011 All Volunteer Survey, 12 percent (805) of Volunteers indicate that library development is part of their primary assignment or work. And 18 percent (1,145) of Volunteers say that library development is part of their secondary activities.* *"We are all here today because each one of you may be interested in starting a library project. We also know that community involvement is at the core of all development work. We are going to read about the experience of one Peace Corps Volunteer who started a library project with her community."* 4. Distribute Handout 1, one copy per participant.

Phase / Time / Materials	Instructional Sequence
	5. Ask participants to read the story and think about how the community was involved in this library project. 6. After five minutes, lead a discussion by asking participants, *"What qualities or assets did this community have that enabled a library project to develop successfully?"* **Note:** Possible qualities or assets include: villager interest in reading; value placed on education; literacy teacher who provided space; local sources for books in local languages and French; sources of funding. 7. Say, *"Volunteers are often approached by community members to help establish a library. Or, it may be that you see a need for recreational books in your school, or informational resources in the clinic where you work. If you decide to explore this possibility with your counterpart or community members, it is important to consider how to ensure a truly sustainable library project that will remain after you have returned to the U.S. The Peace Corps has some resources to assist you in this endeavor."*
Information 1 15 minutes CD-ROM, *Sharing Promising Practices* [ICE No. RE014K] (one per participant)	**ICE Publications for Library Projects** Participants are introduced to four ICE publications that are useful for library projects. If participants consider or engage in a library development project, these publications will provide guidance. 1. Distribute CD-ROM *Sharing Promising Practices* [ICE No. RE014K], one CD-ROM for each participant. 2. Distribute the four ICE publications listed in Materials: Distribute one copy of each book for every five participants, or one copy per participant if preferred, as noted in Materials. 3. Say, *"Peace Corps Information Collection and Exchange—or 'ICE'—publishes training manuals, including publications that are relevant to sustainable library development. The CD-ROM* Sharing Promising Practices *contains over 160 publications covering most sectors and areas in which Volunteers serve. The print publications that we just distributed are the titles specific to library development. Many of these are also available in PDF format on this CD-ROM."* **Note:** Three of the four titles are available on the CD-ROM as of 2012; all four will be available on a CD-ROM, USB drive, or other digital format by 2013. 4. Hold up each title as you explain the relevance to community library projects, particularly in [insert country name] (see below).

Phase / Time / Materials	Instructional Sequence
ICE publications: *Libraries for All!* [ICE No. RE035]	5. ***Libraries for All!*** **[ICE No. RE035]:** Say, *"This is perhaps the single most comprehensive manual for non-librarians on how to set up and manage a small local library. The guide was written by Laura Wendell, a returned Peace Corps Volunteer (RPCV) who was not a librarian. Her community approached her concerning the need for a library in the community. This step-by-step guide is the result of her lessons learned and is now used to set up small libraries worldwide. It is available digitally from UNESCO in English, French, and Spanish."* Point out the table of contents and the topics included in each section.
Setting up and Running a School Library [ICE No. ED204]	6. ***Setting Up and Running a School Library*** **[ICE No. ED204]:** Say, *"This publication covers many of the same topics as in* Libraries for All! *but it is particularly useful for school libraries. The book was written specifically for British volunteers, but it is applicable to Peace Corps Volunteers. This book includes practical advice on organizing books, systems for borrowing and lending, and book repair. Of particular note are the classification systems for organizing books, including a simplified version of the Dewey Decimal Classification System and a color-coding system for labeling books."*
Sources of Donated Books for Schools and Libraries [ICE No. RE003]	7. ***Sources of Donated Books for Schools and Libraries*** **[ICE No. RE003]:** Say, *"This book is a listing of organizations that donate books internationally. ICE has contacted each of these organizations and the entries are specific to Peace Corps Volunteers and work partners. You should read through all of the listings and the requirements of each organization before selecting potential donors for your community library. Read the section 'Book Donations and the Peace Corps' that explains Peace Corps policy and provides guidance on when and how to contact donors. Also read the section 'Consider Donated Books' for an understanding of how donated books impact the sustainability of a library project."*
PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086]	8. ***PACA Using Participatory Analysis for Community Action: Idea Book*** **(No. M0086):** Say, *"The* PACA Idea Book *details several tools, such as community mapping and seasonal calendars that may be useful in developing a sustainable library project. For example, community mapping may assist early in the planning stage; seasonal calendars are useful for operational decision-making, such as the hours the library is open."*
Handout 2: Additional Information Resources for Library Projects (one copy per participant)	9. Distribute Handout 2, one copy per participant. 10. Say, *"In addition to the publications provided by Peace Corps ICE, there are other resources that may be useful in specific situations. This handout lists some possibilities for you to explore if or when you are ready to begin a library project. First, look locally and be creative. Many of the resources on this handout are specific to certain regions of the world or to specific types of libraries.*

Phase / Time / Materials	Instructional Sequence
	"For example, if you are working on a community health clinic library, you will want to review one of the publications listed on Handout 2, the HealthLink Resource Manual. *The manual produced by FAVL (Friends of African Village Libraries) is specific to Africa but it is useful for small library projects in any part of the world. Also, some of the resources on this list are in Spanish or French so you will want to consider language when reviewing possible resources. We do not have time to review all of this information today, but you are encouraged to consider these resources if you proceed."* 11. Ask participants, *"What questions do you have?"* Respond to any questions about the ICE resources from participants before proceeding.
Practice 1 20 minutes Handout 3: Finding Information in Peace Corps ICE Publications	**Finding Information in ICE Publications** In small groups, participants use ICE publications to answer four questions and then share the answers with the larger group. By seeking answers to specific questions, participants become familiar with the content of the library-related books. 1. Divide participants into small groups. Distribute Handout 3, one copy per small group. 2. Ask participants to use the ICE publications to answer the questions in Handout 3 and to include the name of the publication where the answer can be found. Allow 10 minutes. 3. Then, as a full group, review the four questions and responses one by one. Ask participants to read the question out loud and share the answer their group came up with. **Note:** *Answer Key* 1) **Question:** What are some tips for using bookshelves and how to shelve books? **Answers:** a) wall shelves could be taller than free-standing shelves; use appropriate height shelves for users (low shelves for children); bookshelves should not be too tightly-packed b) for languages that are read from left to right, books are shelved left to right, top to bottom, with book spines facing out, *Setting Up and Running a School Library*, pp. 71-72. For other languages, adapt the shelving method to the method used in local libraries. 2) **Question:** Considering areas of geographic operation, which organizations are possible book donors for library projects in this country? **Answer:** answer varies; *Sources of Donated Books for Schools and Libraries*, 2012 edition, pp.1-30. 3) **Question:** What are some steps to undertake when recruiting a librarian? **Answers:** decide whether position is volunteer or paid; write job description; advertise; interview and choose; *Libraries for All!,* 2011 edition, pp. 27-29. 4) **Question:** Name two of the most common PACA tools that might be used during planning and development of a sustainable library project? **Answers:** community mapping, seasonal calendars, daily activity schedules; *PACA Using Participatory Analysis for Community Action: Idea Book [ICE No. M0086],* table of contents or Chapter 5.

Phase / Time / Materials	Instructional Sequence
	4. Ask participants, "*What questions do you have?"* 5. Say, *"These publications can be used as reference resources to answer quick questions and will also provide detailed guidance as you work on your library projects."* **Note:** Learning Objective 1 is assessed with this activity.
Information 2 20 minutes	**"First, Do No Harm"** The ethical concept of "First, Do No Harm" is explained in the context of sustainable library development. Participants consider "book dumping" as a practice with unintended negative consequences and explore options for book donations. 1. Say, *"The library project in Yikpa, Togo, West Africa, is one example of a Peace Corps Volunteer participating in the development of a sustainable community library. A library project in your community may look different. All libraries are unique because all communities are unique. There are no guarantees and there is no one formula for success."* 2. Continue, "*In this session, we will look at two primary concepts that impact library development:* • *Sustainability* • *Ethics of 'First, Do No Harm'* 3. Say, "*Volunteers and development workers need to engage in actions that promote sustainability and avoid causing unintended harm. Through the years, many well-meaning Volunteers, NGOs, and others have started libraries that have since disappeared or fallen into disrepair or worse. Has anyone seen or heard of libraries like this, for example, where the books are locked in cabinets? What other types of problems would characterize an unsuccessful library project?"* Lead a brief discussion. **Note:** Possible responses: Libraries are left unstaffed; libraries are un-used; books and materials are missing or gone or eaten by rats and insects, etc. 4. Tell participants, *"We all want to be sure that Volunteer library projects do not end this way. An important consideration for all development projects—including library development projects—is sustainability."*

Phase / Time / Materials	Instructional Sequence
	5. Say, "*The most widely used definition of sustainability is from the Brundtland Commission of the United Nations: '…development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'*[1]*"* 6. Say, "*The Peace Corps philosophy of sustainability for Volunteer projects is summarized in the* PACA Idea Book *(p. 10): '**Development is said to be sustainable when it is able to continue on its own without outside support.** For the Peace Corps, sustainable development is a process in which men and women learn to build on their own strengths, to take charge of their lives, and to address their expressed needs' … "*
Trainer Material 2: Flip Chart– What does sustainability look like for a library?	7. Display Trainer Material 2: Flip Chart. 8. Ask for volunteers to read aloud each bullet, one by one, to the group. 9. Summarize by explaining that project sustainability depends on whether it is: • Culturally sustainable • Politically sustainable • Economically sustainable • Managerially sustainable • Environmentally sustainable[2] 10. Say, "*By addressing these issues at the beginning of the planning process, you and the community will be more likely to create a meaningful project that has the impact you desire*. "
Handout 4: The Principle of "Do No Harm" and "Book Dumping"	11. Say, *"An issue related to sustainability is the principle of 'First, Do No Harm.'"* 12. Distribute Handout 4, one copy per participant. Ask participants to silently read the first section of the handout. Allow time for reading and then ask for a volunteer to summarize the concept of "First, Do No Harm." **Note:** The key point is to avoid unintended negative consequences. 13. Say, "*Let's consider the ethical responsibilities of a Volunteer in a library development project. One unintended negative consequence specific to libraries is known as 'book dumping.'"*

[1] United Nations General Assembly (March 20, 1987). "*Report of the World Commission on Environment and Development: Our Common Future*; Transmitted to the General Assembly as an Annex to document A/42/427 - Development and International Co-operation: Environment; Our Common Future, Chapter 2: Towards Sustainable Development; Paragraph 1". United Nations General Assembly. http://www.un-documents.net/ocf-02.htm. Retrieved 30 March, 2012.

[2] *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086], p. 10.

Phase / Time / Materials	Instructional Sequence
	14. Ask participants to take five minutes to read the article about book dumping. Lead a discussion by asking the following questions: • What are some consequences of book dumping? **Note:** Possible responses: Donors spend too much money; recipients may incur shipping costs; recipient may not know in advance what books will be sent; damage to local book trade/publishers; damages market for local writers; negative effect on literacy in local languages; culturally inappropriate books may be received. • Can anyone provide examples of appropriate book donations? **Note:** 1) Possible responses: Books selected by the recipients (!); books purchased from local (or regional) book dealers; books published in local languages; books that match the needs of the local library users; small book donations that are a stop gap until local materials can be obtained; research materials, books and journals that cannot be obtained locally (or regionally) 2) Learning Objective 2 is assessed with this activity. 14. Say, *"If or when you start a library development project, you will need to consider ethical issues such as 'book dumping' and how best to avoid negative consequences. Let's look now at some Volunteer library projects and how some of these issues were addressed."*
Practice 2 25 minutes Handout 5: Volunteer Library Project Stories Trainer Material 3: Volunteer Library Project Stories—Possible	**Volunteer Library Project Stories** In small groups, participants read their assigned Volunteer library project stories and then discuss: sustainability, local assets, Volunteer involvement, and unintended consequences. These issues will be important for participants to consider in their own future library projects. 1. Distribute Handout 5, one copy per participant. 2. Divide the participants into small groups and assign one story per group. 3. Say, *"Read the assigned story and consider the listed questions at the end of the story. Each group should be prepared to report back to the larger group by summarizing the story and the group's responses. You have five minutes for the group work."* • How or why did the Volunteer become involved in library development? • What local assets were used in this project? • Is this library project sustainable? (how, why) • Do you foresee any unintended negative consequences? **Note:** For possible responses to these questions, see Trainer Material 3.

Phase / Time / Materials	Instructional Sequence
Responses	4. After five minutes, refocus the participants. Ask for each group representative to summarize the assigned story and the group's responses to the questions. Each group should take no more than three minutes to report. **Note:** Learning Objective 3 is assessed with this activity. 5. Say, *"In these stories you have seen examples of Volunteer library projects and the variety of assets that may be available in a community to support sustainability and avoid unintended negative consequences."* 6. Ask participants, *"What questions do you have?"*
Application 15 minutes Handout 2: Additional Information Resources for Library Projects	**Local Resources for Library Projects** Participants will be given the opportunity to consider and discuss specific local resources that might potentially support sustainable library projects in their communities. 1. Say, *"Local library expertise will be invaluable in developing your sustainable library project. We've talked about resources from Peace Corps and from some outside organizations. We've also looked at how some Peace Corps Volunteers have used both outside and local resources to support library projects. In fact, there is a wealth of local knowledge and expertise that can support sustainability."* 2. Say, "*Take five minutes to identify at least four sources of resources in this country that may potentially help a library project. Consider any public libraries, college or university libraries, government offices, embassies, larger NGOs that might have resource centers, and any other library or librarian in-country. Be sure to include the Peace Corps IRC (Information Resource Center) manager."* **Post Adaptation:** Identify local resources to share with participants – people, organizations, or documents. 3. Invite participants to add these sources on the space provided for local resources on Handout 2. 4. After five minutes, re-focus the group. Ask participants to share some of the sources that they identified. Encourage participants, especially newly-arrived trainees, to take time during training to look for additional potential resources in the country. **Note:** Learning Objective 4 is assessed with this activity. 5. Say, "*This session has been an introduction to sustainable library projects and the resources that can inform and support those projects. Peace Corps also has a complete library project training package that you may encounter at some point during your training—as a PST or IST training. The complete training package should also be*

Phase / Time / Materials	Instructional Sequence
	reviewed carefully if or when you are considering a library project. The package contains sessions and information on how to set up and manage a community or school library and how to address some of the issues that may arise. You can also modify and adapt the sessions for a workshop with community members. Libraries can play an important role in supporting and empowering community development. We hope these resources will assist you in creating or supporting sustainable library projects in your communities."

Resources:

- *Libraries for All!* [ICE No. RE035]
- *Setting Up and Running a School Library* [ICE No. ED204]
- *Sources of Donated Books for Schools and Libraries* [ICE No. RE003]
- *PACA Using Participatory Analysis for Community Action: Idea Book* [ICE No. M0086]

Handout 1: Starting a Library Project: One Volunteer's Story

Read the story below and consider how the local community was involved in this library project and how this encouraged sustainability.

Obies and the Peace Corps: A Longtime Engagement[3] (cont'd)

A World of Words by Bonnie. S. Lawrence

"WHEN LAURA WENDELL '90 ARRIVED IN TOGO, WEST AFRICA, AS A PEACE CORPS VOLUNTEER, HER PLAN WAS TO HELP TOGOLESE VILLAGERS BUILD AND MAINTAIN FISH PONDS.

But as she discovered the true needs of the village of Yikpa, she found herself coordinating an entirely different project: establishing a village library.

As momentous as the task was for the village, ultimately it was even more significant for Wendell: it helped shape her life's work. Opening a tiny library in the small African town, and realizing that similar needs existed worldwide, spurred her to initiate the World Library Partnership, a nonprofit organization that provides financial help and advice to libraries in developing nations.

Libraries were far from her mind when Wendell arrived in Yikpa in late 1991. Armed with a Oberlin degree in biopsychology and Peace Corps training in fisheries, the New Jersey native set out to help the villagers improve the management of their fishponds. Yet she soon discovered that government plans don't always jibe with residents' wishes. The villagers in Yikpa had no interest in raising more fish.

So Wendell scrapped the fisheries project and moved on to others, including poultry vaccination and farming experiments, none of which captured the imaginations of the townspeople. It wasn't until a man who taught a literacy class for older women approached her about obtaining books for the class that she was struck with the idea for a library. "A lot of thoughts clicked in my head at once," she says.

[3] Excerpted with permission from *A World of Words* by Bonnie S. Lawrence, "Obies and the Peace Corps: A Longtime Engagement (cont'd)," Oberlin Alumni Magazine, Summer 2000. (http://www.oberlin.edu/alummag/oamcurrent/oam_summer_00/peace2.html)

Wendell had seen the villagers' intense interest in the written word and the value they placed on education. Many came to her house to peruse her American magazines, despite their illiteracy in English. And she had often seen villagers reading tattered paperbacks late into the night under the street light at the Peace Corps compound.

She realized that the need for books was great, not just for the literacy class, but for the whole community. "I had yet to figure out a project that the villagers were excited about, and the library set them afire."

Wendell and the literacy teacher, local shopkeeper Norbert Adewuho, sought book donations from local sources such as the U.S. Embassy library and a grant from the Friends of Togo (a group of returned Peace Corps volunteers). They also raised funds themselves, buying books in both French, the language taught in Togolese schools, and Ewe (EH-vay), the local language. The books, which they placed on shelves in Norbert's popular little store, included state textbooks, fiction by African authors, books on agriculture and health, encyclopedias, and American classics.

Those 200 books were Yikpa's first library. To Americans, accustomed to libraries with thousands of volumes and computers and Internet access, a few shelves of books may seem trivial. But to villagers in Yikpa, that small collection was a wondrous thing.

"One older man holding a book said to me, 'Before I saw these books in Ewe, I thought only white people wrote books,'" Wendell says.

Circulation figures proved the library's popularity. Although Yikpa had only 200 residents, the book sign-out register logged 2,000 entries in the first month. The villagers even coined a new word in Ewe for the tiny library: "book reading place."

With the success of the project immediately evident, Wendell and the villagers came to appreciate the need for a real library. On a trip home to the States, Wendell raised $3,000--mostly from family and friends. In 1994, a two-room library, built by the villagers themselves, opened for business. Over time the building has become a true community center, hosting literacy classes, story times, and discussion groups...."

Handout 2: Additional Information Resources for Library Projects

This list is not complete or exhaustive. Be sure to explore local resources, projects, and contacts and add them to this list for you and your library committee to consider.

LIBRARY MANUALS AND TRAINING RESOURCES:

Book Aid International (www.bookaid.org) publishes three brief guides (undated) relevant to sustainable library development, as part of the "Bringing Books to Life" series http://www.bookaid.org/our-work/publications/

- *Starting and managing a book collection* http://www.bookaid.org/wp-content/uploads/2011/06/BBTL-Starting_and_managing_a_book_collection.pdf
- *Using books in the classroom* http://www.bookaid.org/wp-content/uploads/2011/06/BBTL-Using_books_in_the_classroom.pdf
- *Running child friendly libraries* http://www.bookaid.org/wp-content/uploads/2011/06/BBTL_Running_child_friendly_libraries.pdf

Each brief illustrated guide provides practical instruction and ideas. The website for UK-based Book Aid International offers additional research reports that may be of interest, particularly for those working with library development in Africa. Other Book Aid International publications, including "Sharing resources – how library networks can help reach education goals," are available on this page of its website: http://www.bookaid.org/our-work/publications/

Friends of African Village Libraries (http://www.favl.org) "FAVL has established and continues to manage and improve upon fifteen libraries, **ten in Burkina Faso, three in Ghana, one in Tanzania, and one in Uganda**. FAVL also supports the Uganda Community Library Association, with 80 member libraries."

- *Activities Guide for Librarians* http://www.slideshare.net/favlafrica/librarian-activities-guide
- *Manual for Village Librarians* (Friends of African Village Libraries-FAVL, Ghana). This is a guide with practical advice and ideas. http://www.favl.org/pdf/guides/librarian-manual-en-v17.pdf
- *Manuel pour les bibliothécaires de village* (provisoire) (in French, from Friends of African Village Libraries-FAVL, Burkina Faso). This is a guide with practical advice and ideas. http://www.favl.org/pdf/guides/manuel-pour-bibliothecaires-fr-v15.pdf

Hands Across the Sea (Caribbean) http://www.handsacrossthesea.net/
Hands Across the Sea is a nonprofit organization that provides books to schools and libraries in the Caribbean and works with library projects in the area, including Peace Corps Volunteer library projects.

- Several literacy guides written by Peace Corps Volunteers are included on its website: http://www.handsacrossthesea.net/HandsResources.htm

***HealthLink Resource Centre Manual* (2nd edition, 2003).** This is an in-depth manual of 266 pages that is useful for those working with a health information center or any type of community resource center. From this page http://www.asksource.info/support/manual/who.htm, you can view the book in html by sections or follow a

link to download the complete manual in PDF format. The introduction is also available in Arabic. Also note the "Useful Resources and Reading" at the end of the publication.

International Federation of Library Associations and Institutions (IFLA) (http://www.ifla.org/)
IFLA, an international professional association, has many resources of interest to librarians or persons involved in larger library projects, including the following:

- International Federation of Library Associations and Institutions (IFLA). Guidelines for children's library services http://www.ifla.org/files/libraries-for-children-and-ya/publications/guidelines-for-childrens-libraries-services-en.pdf
- IFLA. Guidelines for library-based literacy programs: Some practical suggestions. http://archive.ifla.org/VII/s33/project/literacy.htm
- IFLA. Guidelines for library services to babies and toddlers http://archive.ifla.org/VII/d3/pub/Profrep100.pdf
- IFLA. Guidelines for library services for young adults http://www.ifla.org/files/libraries-for-children-and-ya/publications/ya-guidelines2-en.pdf

Libraries for All! (UNESCO; available in English, French, Spanish)
http://opentraining.unesco-ci.org/cgi-bin/page.cgi?g=Detailed%2F337.html;d=1
This is the original 1998 version of the UNESCO-funded publication, written by RPCV Laura Wendell, and available in English, French, or Spanish from this page. The Peace Corps has reprint permission for the English version, which excludes the outdated resources list appendix – this is the publication that is distributed through Peace Corps Information Collection and Exchange (ICE) – Publication No. RE0035.

Osu Children's Library Fund
Based in Manitoba, Canada, the Osu Children's Library Fund runs libraries in Ghana, with library and literacy projects in several other African countries. It offers several publications, including a brief manual (English and French versions), as well as three publications for reading and literacy programs:
http://www.osuchildrenslibraryfund.ca/about-oclf/approach/

- Osu Children's Library Fund. How to set up community libraries for children http://osu.cs-tech.org/wp-content/uploads/2010/01/How-to-Set-Up1.pdf
- Osu Children's Library Fund. Comment établir une Bibliothèque communautaire pour Enfants http://osu.cs-tech.org/wp-content/uploads/2010/01/guidelines-in-French.pdf

Pamoja: A Learning Activity for the Information Age (copyright 1999 by Gail Wadsworth and Wendy D. White) http://www.library.illinois.edu/mortenson/pamoja.html
From this page, you can read the introduction and download the PDF and Word files that are part of the interactive training resource. "Pamoja is a hands-on activity that brings to life the importance of libraries around the world. Participants work together in teams to create countries with their own cultures and information resources. Then they negotiate with other countries in a fast-paced effort to improve their resources."

Thinking Outside the Borders: Library Leadership in a World Community: A Manual for Professional Development (Mortenson Center for International Library Programs, University of Illinois, 2008).
http://www.library.illinois.edu/mortenson/book/contents.html

This publication is the culmination of a three-year project at the Mortenson Center, which hosted leadership institutes with participants from around the world. Feedback was collected and used to guide the development and refinement of institute programs.

WebJunction (www.webjunction.org)
The mission of WebJunction is "to promote learning for all library staff by providing open, affordable online learning communities." The key clients are small public and rural libraries in the U.S., but some of the resources are of value to library workers in any part of the world. Training includes free webinars on topics such as "grant writing for libraries serving children" and "marketing the small & rural library." (Online courses are for members only.) There is also a collection of news and information grouped by specific library topic, such as leadership, library service, technology, and staff training.

PEACE CORPS RESOURCES

Information Collection and Exchange (ICE)
ICE is a unit of OPATS (Overseas Programming and Training Support) and led the development of the Sustainable Library Development training package. ICE publishes training manuals, supports the network of IRCs (Information Resource Centers) at all of the Peace Corps posts, and provides other technical training information support for the agency. To order ICE publications, talk to the IRC manager at your post, and/or send an email to iceorders@peacecorps.gov

Library Manuals from Posts and Volunteers
Selected materials only—let us know about others! These documents are currently available on a staff shared drive: S:\@Agency_All\CEN\ICE\IRC Information Resource Centers\Library Manuals - Volunteers. They will later be available on an agencywide information-sharing platform that is under development. As of June 2012, the folder collection holds manuals from Bolivia, Dominican Republic, Paraguay, and Vanuatu.

NPCA National Peace Corps Association (http://www.peacecorpsconnect.org/)
The NPCA member groups form a key part of the Peace Corps community. Member groups (http://www.peacecorpsconnect.org/resources/member-groups/) include country of service groups as well as RPCV groups by U.S. geographic state or region. One of these groups may be able to support your project.

Peace Corps Partnership Program (PCPP) projects
(https://www.peacecorps.gov/index.cfm?shell=donate.contribute.donatenow
Some Peace Corps Volunteer library projects seek additional funding or support through the Peace Corps Partnership Program. On the website, you can see a list of all current PCPP projects seeking funding. Scroll through the list to find library-related projects. Reading about these projects may provide ideas for a library project in your community.

Small Project Assistance (SPA) and other small U.S. grants
Some countries have access to SPA funds or other U.S. small grant funds. Check with Peace Corps staff in your country. Also, the ICE publication, *SPA: Small Project Assistance Program, Supporting Sustainable Community Development: Idea Book* (M0082) provides general ideas about how these funds work. As of June 2012, the small grant program guidelines and grant-writing materials are being re-written and will be useful tools once available.

OTHER RESOURCES

Book Donations for Development, UNESCO, 2005.
http://unesdoc.unesco.org/images/0013/001394/139429e.pdf
This 70-page publication includes important information and issues to consider before undertaking any book donation project, including the impact of book donations on the reader, creative activity, local publishing, and distribution activities.

International Children's Digital Library (http://en.childrenslibrary.org)
"The ICDL Foundation promotes tolerance and respect for diverse cultures by providing access to the best of children's literature from around the world….The International Children's Digital Library won the American Library Association President's 2010 Award for International Library Innovation. The ICDL was also named one of 25 Best Websites for Teaching and Learning by the American Association of School Librarians." Various children's books in many languages can be found here!

***Libri: International Journal of Libraries and Information Services*.** Issues of this journal from 1999 through March 2009 are available at no charge from this site: http://librijournal.org/issues.html Most of the more current issues (see links on page) are not available without making a payment.

Research articles posted on the Friends of African Village Libraries website ("links"):

- "Modelling the rural community library: Characteristics of the Kitengesa Library in rural Uganda," by Valeda Frances Dent, *New Library World*, Vol. 107 No. 1220/1221, 2006, pp. 16-30. (http://kitengesalibrary.org/images/modellingarticle.pdf)
    - This research article provides practical information and advice, particularly in the areas of library governance and management, based on the experiences of a rural library program in Uganda.
- "How Much do Village Libraries Increase Reading? Results from a Survey of 10th Graders in Burkina Faso," Michael Kevane and Alain Sissao. *LIBRI: International Journal of Libraries and Information Services*, 2008, 58(3): pp. 202-210. (http://librijournal.org/pdf/2008-3pp202-210.pdf)
- "The cost of getting books read in rural Africa," Michael Kevane and Alain Sissao. (http://www.favl.org/pdf/Kevane_Africa.pdf)
- "A rural community library in Africa: A study of its use and users," by Valeda Denta and Lauren Yannotta, *Libri,* 2005, vol. 55, pp. 39–55. http://www.librijournal.org/pdf/2005-1pp39-55.pdf
    - Primary research at the Kitengesa Library in Uganda looked at the impact of the library on the reading habits of library users.

UNESCO (www.unesco.org)
UNESCO has supported and published some important research and policies related to libraries, literacy, and education worldwide:

- UNESCO Basic Learning Materials Initiative
  http://www.unesco.org/education/blm/blmintro_en.php
- UNESCO Education for All
  http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/
- UNESCO Public Library Manifesto
  http://www.unesco.org/webworld/libraries/manifestos/libraman.html

- UNESCO/IFLA School Library Manifesto
  http://www.unesco.org/webworld/libraries/manifestos/school_manifesto.html

United States Department of State

- Bureau of International Information Programs, American Corners and Binational Centers (http://www.state.gov/r/iip/)
- Bureau of Educational and Cultural Affairs, Office of English Language Programs (http://exchanges.state.gov/englishteaching/index.html) – publishes *English Teaching Forum* and other resources; sponsors scholarships and educational exchanges.

LIBRARY ASSOCIATIONS, NGOs, and SUPPORT ORGANIZATIONS

Don't forget local (national), regional, or neighboring country library associations – these are invaluable resources and contacts for anyone working on a local library or resource center project. Ask around!

American Library Association (ALA) (www.ala.org)
Founded in 1876 and based in the United States, ALA is the oldest and largest library association in the world. There are currently about 62,000 members. "American Library Association was created to provide leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all." ALA operates through several divisions and committees, as well as numerous local chapters. Although focused on the U.S., ALA does have international members and the IRC-International Relations Committee, IRRT-International Relations Roundtable, and ISLD-International Sustainable Libraries Development Working Group all have international objectives and activities. The ISLD webpage is: http://www.ala.org/irrt/irrtcommittees/isld/isld.

CODE (http://www.codecan.org/code)
Project undertaken with the Canadian government and CIDA, the Canadian government International Development Agency. "We work with local organizations in developing countries to empower children to learn. In so doing, we deliver an essential, sustainable development solution that endures. Our programs support libraries and teacher training as well as national and local book publishing in about 20 languages in Africa and the Caribbean." The "Burt Award for African Literature Collection" and the "Liberia Collection" highlight specific award-winning children's books that are published locally in various languages.

EIFL (www.eifl.net)
"Working in collaboration with libraries in more than 60 developing and transition countries in Africa, Asia, Europe, and Latin America, EIFL enables access to knowledge for education, learning, research and sustainable community development. EIFL is an international not-for-profit organisation based in Europe with a global network of partners. We run a wide range of programmes and events designed to increase access to knowledge." Major EIFL programs are centered on licensing; intellectual property; open access advocacy; and free and open source software for libraries.

International Association of School Librarianship (IASL) (http://www.iasl-online.org/)
"The mission of the International Association of School Librarianship (IASL) is to provide an international forum for those people interested in promoting effective school library media programs as viable instruments in the educational process. IASL also provides guidance and advice for the development of school library programs and the school library profession. IASL works in cooperation with other professional associations and agencies.

Membership is worldwide, and includes school librarians, teachers, librarians, library advisers, consultants, educational administrators, and others who are responsible for library and information services in schools. The membership also includes professors and instructors in universities and colleges where there are programmes for school librarians, and students who are undertaking such programmes."

International Federation of Library Associations (IFLA) (http://www.ifla.org)
"The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession…." Traditionally, the membership of IFLA has been more focused on associations and institutions rather than individual memberships. The organization is truly international and its annual conference rotates around the world to different countries. A current Key Initiative for the organization is International Librarianship Leadership Development, administered through the IFLA ALP Action for Development through Libraries programme. The program works to strengthen library associations and support specific small projects. Many of the project reports can be found here: http://www.ifla.org/en/alp. IFLA publishes a large number of reports, policy statements, and other publications of interest, including a quarterly journal and regular statistical publications.

IREX (www.irex.org)
IREX is an international nonprofit organization with program activities in over 100 countries. Within the technology for development program area, IREX has a strong focus on libraries. The Global Libraries program works primarily in Romania and Ukraine; the Beyond Access: Libraries Powering Development initiative is global. "Beyond Access is a global community of public library advocates and practitioners who believe libraries are an untapped resource in addressing the world's most pressing development challenges." http://www.irex.org/project/beyond-access-libraries-powering-development

Libraries without Borders (LWB) (www.librarieswithoutborders.org/)
"Libraries Without Borders (LWB) is a 501(c)(3) non-profit organization devoted to facilitating the growth of libraries in the developing world. Access to knowledge is a key factor in social and economic development. By facilitating the growth of libraries in Africa, Asia and the Americas, LWB aims to provide the knowledge that is the engine of human development. With staff in New York and California, LWB is an office of Libraries Without Borders / Bibliothèques sans frontières (LWB/BSF), an international network of associations working together to promote knowledge-based development in under-served areas of the world. Created in 2007 on the initiative of French historian Patrick Weil, LWB/BSF today has offices in France, Belgium and the United States. Together, they oversee more than 20 programs in 15 countries..."

Mortenson Center for International Library Programs, University of Illinois
http://www.library.illinois.edu/mortenson/
"The mission of the Mortenson Center for International Library Programs is to strengthen international ties among libraries and librarians worldwide for the promotion of international education, understanding, and peace. Over 900 librarians from more than 90 countries have participated in professional development programs offered by the Mortenson Center, the only one of its kind in the world." (The Mortenson Center publication *Thinking Outside the Borders* is noted above.)

Save the Children (www.savethechildren.org)
Save the Children is a U.S.-based nongovernmental organization supporting children around the world. The organization works in multiple program areas, including child protection, health and nutrition, and education.

One education initiative, "Literacy Boost," measures children's reading skills, trains teachers, and gets communities involved in literacy. The *Community strategies for promoting literacy* flip book, published by Save the Children with World Vision, "serves to detail the importance of oral language development and the many ways that all of us can promote it in our daily lives. It also gathers strategies for use by those who can read to work with children to read more often, more fluidly and with greater discussion and comprehension in their daily lives." (http://www.savethechildren.org/atf/cf/%7B9DEF2EBE-10AE-432C-9BD0-DF91D2EBA74A%7D/literacy-flipbook-2010.pdf.)

SLA – Special Libraries Association (www.sla.org)
Founded in 1909, SLA is a U.S.-based international membership organization of information professionals and librarians, particularly those working in non-traditional library environments such as corporations or non-traditional roles such as knowledge management specialists.

WEBSITES OF LIBRARY PROJECTS (selected)
The websites of these library projects offer additional information about setting up and running a library.

African Library Project (Lesotho, Swaziland, Botswana, Malawi, and Ghana)
http://www.africanlibraryproject.org

Books Open the World (Uganda) http://www.booksopentheworld.org/

Ethiopia Reads (Ethiopia) http://www.ethiopiareads.org

Family Literacy Project (South Africa) http://www.familyliteracyproject.co.za/
[See this article posted on the site: "Experiments in the provision of rural community libraries in South Africa: the Family Literacy Project's Initiatives."]
http://www.familyliteracyproject.co.za/pdf/FLPCommunityLibrariesInnovation32.pdf

Friends of African Village Libraries (FAVL) - (Burkina Faso, Ghana, Tanzania, and Uganda) www.favl.org

Hands Across the Sea (Caribbean) http://www.handsacrossthesea.net/

The Hester J. Hodgdon Libraries for All Program / San Juan del Sur Biblioteca (Nicaragua)
http://www.sjdsbiblioteca.org/

Kigali Public Library (Rwanda) http://www.kigalilibrary.org/

Librarians without Borders (http://lwb-online.org/)
Formed in 2005, as of June 2012, Librarians without Borders had a project in Guatemala, another in Ghana, and a potential project underway in Haiti. The organization works closely with student committees at five Canadian universities.

Lubuto Library Project (Zambia) http://www.lubuto.org/

Osu Children's Library Fund (libraries in Ghana, projects in Tanzania, Zimbabwe, Burkina Faso, Uganda, Cameroon, and the Philippines) http://www.osuchildrenslibraryfund.ca/about-oclf/approach/

READ Global (Bhutan, India, Nepal) http://www.readglobal.org/

Riecken Community Libraries / The Riecken Foundation (Honduras, Guatemala) http://www.riecken.org/

Room to Read (Bangladesh, Cambodia, India, Laos, Nepal, Sri Lanka, South Africa, Tanzania, Vietnam, Zambia) http://www.roomtoread.org

Rupununi Learners (Guyana) http://www.rupununilearners.org/default.htm

Segenat Foundation (Ethiopia) http://segenatfoundation.org

LOCAL RESOURCES AND EXPERTISE:
Local library expertise – does your country have a library or librarians professional association of any kind? A network of public libraries? These are important contacts!

- Library/librarian associations
- Government offices
- NGOs—international, local
- United Nations agencies
- Universities' and colleges' libraries
- Public libraries
- U.S. Embassy / U.S. Embassy IRC
- U.S. American Corners

Handout 3: Finding Information in Peace Corps ICE Publications

Use the ICE publications presented to answer the following questions. Include the name of the publication (and page numbers) where you found the answer.

1. What are some tips for using bookshelves and how to shelve books?

2. Considering areas of geographic operation, which organizations are potential book donors for library projects in this country?

3. What are some steps to undertake when recruiting a librarian?

4. Name two of the most common PACA tools that might be used during planning and development of a sustainable library project.

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Handout 4: The Principle of "Do No Harm" and "Book Dumping"

"First, Do No Harm"[4]

An issue related to sustainability is the principle of 'First, Do No Harm.' The following passage is from material created by Peace Corps field staff in the context of health projects, but it works equally well in the context of library development:

> The principle of "First, Do No Harm" is most closely associated with medical and pharmacological ethics, serving as a powerful reminder that every medical and pharmacological decision and/or action taken has the potential to cause unintended, harmful consequences. This same principle has its place at the foundation of grassroots community development.
>
> It is the ethical responsibility of all development workers to design and implement programs through a careful analysis of contextual factors, such as cultural norms, socio-economic status, stigma and discrimination, gender roles and dynamics, religion, tradition, political climate, local power structures, etc. It is important to identify program characteristics that can result in unintended negative consequences when implemented in a specific context. Development workers should also identify supportive contextual factors that may aid program strategies that promote positive outcomes. Ethical issues, and the principle of "Do No Harm," must be considered during all phases of project planning and implementation, including monitoring and evaluation.

In summary, the principle of "First, Do No Harm" requires the development worker to avoid unintended negative consequences and to consider ethical issues during all phases of project planning and implementation. Book dumping is an example of unintended negative consequences.

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[4] Jolie Dennis, Peace Corps Uganda 2010, "First, Do No Harm—Preventing Unintended Negative Consequences in Peace Corps Programming."

Book Dumping[5]

"….Many book donation programs, though well-intentioned, engage in "book dumping," a practice of shipping old used books that burden rather than assist communities. Why is WLP [World Library Partnership] so adamant against international book donation? Picture yourself as a school librarian in an impoverished, rural North Carolina community. The community has little or no money for books, so the shelves are sparsely populated. A woman in France reads an article about your library's need and decides to gather and send used books. She manages to collect a large carton of used books from neighbors and friends. The problems begin when she tries to ship them. Shipping books or any heavy cargo internationally is quite expensive. She spends several weeks raising money to ship the books off. Finally, the books arrive in North Carolina by cargo plane and have customs fees of $300 attached.

How useful are those books? Let's assume that you, the local librarian, are able to have the customs charges waived (we can dream, can't we?). You then have to transport the books. You rent a truck and haul the carton of books to your library. Opening the carton you discover…what? Yes, the books are mainly in French, they are outdated, and they are not age-appropriate for your students. In egregious cases, the books donated are outdated engineering manuals or instruction booklets for technology like microwave ovens to which the communities have no access. Consider also how dangerous some outdated books can be that recommend use of techniques or chemical agents, perhaps in agriculture, that have since been shown to be hazardous. This illustrates some of the problems inherent in "book dumping."

There are many reasons WLP shuns book donations. Sending books to another country or region is expensive. Both sender and recipient incur shipping costs, and customs charges are usually levied against the receiver. Rarely is the recipient library able to pay these charges, and it does not know beforehand whether the items are going to be at all helpful. In the end it is usually cheaper to buy books from local publishers. Book donations from another country also damage the local book trade. Local writers, publishers, and booksellers are unable to sustain the local publishing industry if there is no market for their products and services. Libraries are an important player in the industry both because they are buyers and because their patrons are likely to buy books after they have gained an interest in them through the library.

The WLP also discourages book donations because local language materials for developing countries are not available in the United States. Though people in many countries speak English as a second or additional language, they often find it easier and more helpful to read material, especially difficult material, in their native languages. A love of reading is more easily fostered when obstacles such as language barriers are not thrown in someone's path. In addition, one is more likely to be inspired to read when one can relate to the characters and situations. Books written and published by local people are more likely to establish that connection. Finally, in order to communicate effectively, regardless of what other languages they may study, people must be competent in reading and writing their native languages. That goal is hard to achieve in the absence of books and other reading materials in those languages.

Allowing the local libraries to choose what materials they receive, based on their communities' needs, empowers the libraries and communities with which WLP partners. If you were starting a library in your community, you would attempt to assess the needs of that community, and then choose materials for that

[5] Excerpted with permission from *From North Carolina to KwaZulu Natal: World Library Partnership* by Donna Nixon, North Carolina Libraries, Winter 2003, pp. 146-151. http://www.ncl.ecu.edu/index.php/NCL/article/viewFile/175/203

library accordingly. Some remote person in China could decide what he or she thinks would be the best materials for your library, but he or she would be very unlikely to pick a collection that is what your community either wants or needs most. The local librarian, working with a committee of community members, is better-equipped and situated to evaluate his or her library's needs.

Some potential donors, however, have been hard to convince. One with whom I recently spoke insisted that surely "the classics" would be helpful in any library. Another was sure that any elementary school library in a developing country would want *Harry Potter* books. That may be true, but it is not necessarily the case. Some religious communities here in North Carolina would strongly object to, and would be deeply offended by, a donation of *Harry Potter* books because of their depiction of sorcery and magic. Whatever your definition of "the classics" encompasses, it may not be the same as the next person's, and it is best to let those most familiar with the communities involved decide what literary works hold that distinction. Certainly, it would be hard for me to name twenty major South African writers of ancient or modern times, but that does not mean that they are any less significant than ones we revere in the Western world. Consider, for example, the South African writer J.M. Co[e]tzee, who just recently won first the Booker and then the Pulitzer Prize for his works of essay and fiction.[2] Had he not won those prizes, many of us might not have ever heard of him, but that would not make his works any less valuable. For that reason, it is better that libraries select their own materials.

Finally, it is important to remember that U.S. materials are not written for African audiences or audiences in other developing countries. Differences in culture, context, and many other things that affect perception make a huge difference in how library material is received. For example, if you ran a library in Saudi Arabia, you would probably not openly display copies of the U.S. version of *Cosmopolitan* magazine, with its often scantily clad women, since in Saudi Arabian society that type of physical exposure of a woman's body is frowned upon.[3] A Saudi library is also not likely to be receptive to books by Danielle Steel or other best-selling authors that often describe sexual situations. These are unsubtle examples, but if you have ever gone abroad, you know that less obvious things we take for granted as acceptable are not always acceptable elsewhere. For instance, in some European communities touching fruits and vegetables on grocery produce tables seems to garner the same reaction as if you had visited the bathroom and then served food without washing your hands. Even the most well-intentioned act can have negative implications that hinder rather than help..."

Handout 5: Volunteer Library Project Stories

1) Peace Corps Volunteer in Tonga Helps Open Community's First Public Library[6]

WASHINGTON, D.C., March 31, 2011 – Peace Corps education volunteer Sarah Weiner of Metairie, La., helped open the first public library in her Tongan community. Since the library opened in late February, more than 60 villagers have borrowed 300 books.

"A project I once saw as impossible has now become the highlight of my Peace Corps service. The learning center stands as a concrete example of how I have helped my village progress," Weiner said. "The discussions provoked by the books about the world and the future have been fascinating. Tito, an eleven-year-old boy and avid reader, announced to me one day that he likes the books about science and wants to be a scientist when he grows up now. Every book he has checked out since has come from the science section."

In January 2010, a village leader approached Weiner to help open a community learning center – a library and a computer lab. The village leader built an extension onto his house out of wooden boxes and donated his own money to complete construction. The Ranfurly Library Service in Australia donated more than 1,500 books, and local schools happily contributed books to the facility. Now, Weiner hopes to collect enough money through the Peace Corps Partnership Fund to open a computer lab.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[6] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1754

2) Minnesota Peace Corps Volunteer Helps Open First English Language Library at University in the Country of Georgia[7]

WASHINGTON, D.C., November 7, 2003 – More than 4,000 students at Gori State University in the country of Georgia will be able to learn the English language because of the work of Peace Corps Georgia volunteer Edward R. Raupp. Raupp, a native of Minnesota, recently helped establish the first ever English Language Library at the University with the combined help of community members, university faculty, fellow Peace Corps volunteers and returned Peace Corps volunteer groups.

On October 20th, Raupp, Sharon Miles, wife of U.S. Ambassador Richard Miles, Peace Corps Country Director Norman Hickey; and Rusiko Tkemaladze, British Council and Head of the English Teachers Association of Georgia, unveiled the library at a formal ceremony. The library serves students at Gori State University and thousands of others who will have access through their affiliated school or university. Already, students have been utilizing the donated English language books for their studies.

"It`s been a thrill for me to see students and lecturers coming to the library to do research in English that they just could not have done before," said Raupp. "The people of Georgia are moving rapidly to adopt English as their second language, and the library will help in this effort."

Books were donated by Raupp, the Darien Book Aid of Connecticut, the Information Director at the American Center of Information Resources at the U.S. Embassy in Tbilisi, and some of the University's lecturers. More than 650 books were initially donated, but Raupp said that number continues to grow. In addition, the Minnesota Returned Peace Corps Volunteers group contributed a grant to help with shipping books and materials to the newly established library.

All of the funds used to build the library came from the local community. The efforts were headed by Raupp, his local counterpart, and the university Dean. Most of the labor required to establish the library was done by parents of the university's students who volunteered their time and resources. Raupp and community members cleaned it, installed electricity and new light fixtures, (the library is the only room in the building to currently have electricity), and repaired the walls and floor in preparation for the opening. In addition, the group has applied for a grant to purchase a computer and a copier for students' use at the library.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[7] [Peace Corps website, March 22, 2012]
http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=874

3) Peace Corps Volunteer Spearheads Effort to Open Community Library in Togo[8]

WASHINGTON, D.C., Sept. 13, 2011 – Peace Corps volunteer Emily Jones of Dedham, Mass., is working with her community in northern Togo to build a library of books and research documents in French, English, and other local languages. This project is funded through the Peace Corps Partnership Program (PCPP), which raises money for Peace Corps volunteer community projects.

"Although our village has five elementary schools, a middle school and a growing high school, there is no library access for community members and students must learn by copying notes from the blackboard," said Jones, a girls' education and empowerment volunteer who majored in geography at Dartmouth before departing for Peace Corps service in Togo.

"Villagers have already donated a building and wood for the rafters and furniture, and we plan to use volunteer labor for the construction. Once we've opened the facility, library card dues and income from cell phone-charging at the solar panel will pay for operating expenses and new books," Jones continued.

In order to receive funding through the PCPP, a community must make a 25 percent contribution to the total project cost and outline success indicators for the individual projects. This helps ensure community ownership and a greater chance of long-term sustainability.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[8] [Peace Corps website, March 22, 2012]
http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1850

4) Partnership Stories: PHILIPPINES[9]

The Delegate Angel Salazar Jr. Memorial School Special Education Center was built to help 350 students with learning disabilities, physical handicaps, and other special needs meet their full educational potential. While the center's teachers and other support staff are very committed to each of the students, parents, local community members, and the parent-teacher organization were concerned that the school's outdated, drab-looking condition was not inviting or motivating for the students.

By working with a Peace Corps Volunteer, school staff members wrote a Peace Corps Partnership Program proposal that would combine a renovation of the library with a "Drop Everything and Read" (DEAR) enrichment program in order to motivate and encourage these special education students to become lifelong readers and learners.

Parents, teachers, and students were all very active in developing plans to lay new, easier to maintain flooring, modifying bookshelves to provide improved access to even the youngest readers, installing more functional lighting, and purchasing stimulating storybooks, reference books, maps, encyclopedias, and other learning materials. The community's contribution, including a large percentage of the construction materials and labor, totaled more than 30 percent of the project's total budget of just over $2,000.

Construction was completed in the final weeks of the school year, giving project coordinators and organizers enough time to fill the library with the newly purchased resources materials. The entire community is excited and looking forward to initiating the DEAR program, as well as a student-volunteer program in which older students will orient new students to the library at the beginning of the school year.

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[9] [Peace Corps website, April 18, 2012]
http://www.peacecorps.gov/index.cfm?shell=donate.stories#story-6

5) Instilling the Joy of Reading in Paraguay[10]

Early Education Volunteer Angela Arnold, San Pedro, Misiones, Paraguay
"Angela and her husband Matt live in a rural community with two grocery stores, a church, a health post, an elementary and high school and a police station. Upon arriving in San Pedro, Angela and Matt immediately noticed the lack of resources (especially books) at the school and the low reading level of the students.

After using several PACA tools to assess the interest and needs of the community and professors of the school, Angela decided to talk to the parents' committee about the possibility of starting a small school library. Angela and Matt helped the parent committee establish and accomplish the necessary goals to create a small library mobilizing the majority of the resources from within the country and the community.

The parent committee solicited funds from the local mayor for a computer and printer. They also solicited funds from the governor for the bookshelves and tables that the library needed, for the funds necessary to complete repairs to the building, and for 150 books of all interest levels (with a special emphasis on children's reading books).

The community donated their time and experience in repairing, painting, and doing the necessary jobs in order to change the building from an old, unused kitchen and dining room into a library. Matt and Angela requested book donations from several organizations, local community educators, and embassies located in Paraguay.

In order to help motivate students to read, Angela held a week-long reading camp during the winter break, in which all students in the 2nd-6th grades were invited to read children's books and participate in fun activities to practice the skills of reading, writing, and comprehension. Matt and Angela then started opening the library during the summer break. When school started they held school hours with most visitors coming to use the resources during recess or after school. The interest of the students was so great that they then decided to open the library on Saturday mornings.

Angela worked alongside several of the school teachers to help teach their students how to read and to give them the opportunity to practice the skill during a reading help class. She also taught model lessons to demonstrate other ways to teach reading by incorporating books into every day lessons. Additionally, she held a teacher workshop to teach new, participatory and active methodologies into the classrooms and to demonstrate how to use and assemble various useful didactic materials that are used in communications lessons. She then motivated teachers to practice the new teaching methodologies in their classrooms by awarding certificates for those who participated.

Almost one year later, Biblioteca Ñemoaranduhagua (in Guarani: "To learn more/ In Order to Know More Library") is a fully functional library with a technology area, teacher resources, and around 700 books for all ages and interest levels. The library is currently open during school hours and on Saturday mornings, and has daily entries of between 30 and 65 people. Matt and Angela now see their great interest and love for reading, learning and technology reflected in the students."

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?
- What local assets were used in this project?
- Is this library project sustainable? (how, why)
- Do you foresee any unintended negative consequences?

[10] Peace Corps, *Education Sector Global Summary 2009, p. 12.*

Trainer Material 2: Flip Chart—What does sustainability look like for a library?

What does sustainability look like for a library?

- Selecting books that are appropriate for the local culture and local languages is one example of cultural sustainability.
- A politically sustainable library is one that is not solely supported by or dependent on a particular political party.
- An economically sustainable library is one that has ongoing sources of funding.
- A managerially sustainable library has trained and supported staff.
- An environmentally sustainable library uses resources with respect for the resource needs of future generations.

Trainer Material 3: Volunteer Library Project Stories—Possible Responses

1) **Peace Corps Volunteer in Tonga Helps Open Community's First Public Library**[11]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible response: She was approached by a village leader to help open a community learning center.

- What local assets were used in this project?

  Note:
  Possible response: The village leader built an extension on his house and donated money for construction. Local schools contributed books.

- Is this library project sustainable? (how, why)

  Note:
  Possible responses: Possibly. Local staff members need to be hired; an ongoing source of books is needed; the village leader must continue a commitment to the library as it is connected to his house.

- Do you foresee any unintended negative consequences?

  Note:
  Possible response: Most of the books were obtained from donations outside the country, which might negatively affect local booksellers and book publishers.

2) **Minnesota Peace Corps Volunteer Helps Open First English Language Library at University in the Country of Georgia**[12]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible response: It is not stated in the story.

- What local assets were used in this project?

  Note:
  Possible response: Community members contributed all of the funds to build the library and most of the labor, including cleaning, installing electricity and new light fixtures, and repairing walls and floor.

- Is this library project sustainable? (how, why)

  Note:
  Possible response: Possibly. The community group seems to have a commitment to the library. Local sources of books need to be identified and accessed. As part of a university, and with involvement from university faculty, it is more likely to continue.

- Do you foresee any unintended negative consequences?

  Note:
  Possible response: The books were obtained from publishers outside the country, which might negatively impact local book selling and publishing.

[11] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1754
[12] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=874

3) Peace Corps Volunteer Spearheads Effort to Open Community Library in Togo[13]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible response: Not stated.

- What local assets were used in this project?

  Note:
  Possible response: Villagers donated a building, wood for the rafters and furniture. They plan to provide labor for construction.

- Is this library project sustainable? (how, why)

  Note:
  Possible response: Possibly. The plan to charge library card fees and use income from cellphone charging is intended to pay for operating expenses and new books.

- Do you foresee any unintended negative consequences?

  Note:
  Possible response: Source of the books is unknown so it is difficult to measure; there are no other obvious unintended negative consequences.

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4) Partnership Stories: PHILIPPINES[14]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible responses: Not stated, unknown.

- What local assets were used in this project?

  Note:
  Possible responses: Parents, teachers and students were involved in the planning of new flooring, modified bookshelves, and lighting. School staff members wrote the grant. The community contributed over 30 percent of construction materials and labor.

- Is this library project sustainable? (how, why)

  Note:
  Possible responses: Probably. Involvement of school staff, parents, and students will help ensure sustainability. Marketing efforts are notable (e.g., DEAR). Student-volunteer program to orient new students will encourage continued use and upkeep of the library.

- Do you foresee any unintended negative consequences?

  Note:
  Possible response: Nothing obvious, although nothing is stated about funding for future book purchases.

[13] [Peace Corps website, March 22, 2012] http://www.peacecorps.gov/index.cfm?shell=resources.media.press.view&news_id=1850
[14] [Peace Corps website, April 18, 2012] http://www.peacecorps.gov/index.cfm?shell=donate.stories#story-6

5) Instilling the Joy of Reading in Paraguay[15]

Consider the following questions as you read and discuss the assigned story:

- How or why did the Volunteer become involved in library development?

  Note:
  Possible response: Volunteers noticed lack of books and used PACA tools to assess community interests and needs. They spoke to the parents' committee and helped them establish goals to create a library.

- What local assets were used in this project?

  Note:
  Possible responses: Parent committee solicited donations from the local mayor (computer and printer) and the governor (bookshelves, tables). They also solicited funds for building repairs and 150 books. Committee donated time and experience for repairing, painting and renovating.

- Is this library project sustainable? (how, why)

  Note:
  Possible responses: Probably. Library is in the school; majority of the resources are from within the country and the community—these local sources are potential future sources. Parents' committee very involved. Teachers received training to incorporate books into the classroom. Library has been functioning for over a year (at conclusion of story) with good use statistics. Collection of books has been growing as well. It is not clear who is responsible for the daily operations of the library and whether there are any trained library staff or volunteers.

- Do you foresee any unintended negative consequences?

  Note:
  Possible response: Nothing obvious.

[15] Peace Corps, *Education Sector Global Summary 2009, p. 12.*