NATIONAL STANDARDS GUIDELINES FOR SCHOOL LIBRARIES IN NAMIBIA

2019

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Acronyms and Abbreviations

ELS	Education Library Services
GRN	Government of the Republic of Namibia
IASL	International Association of School Librarianship
IC	Information and Communication
ICT	Information and Communication Technology
IFLA	International Federation of Library Association Institutions
MBEC	Ministry of Basic Education and Culture
MICT	Ministry of Information and Communication Technology
MIL	Media and Information Literacy
MoEAC	Ministry of Education, Arts and Culture
NDPs	National Development Plans
NIED	National Institute for Educational Development
NLAS	Namibia Library and Archives Service
NLIC	Namibia Library and Information Council
NPC	National Planning Commission
UNESCO	United National Educational, Scientific and Culture Organisation

FOREWORD

Internationally, School Libraries have a vital role to play in the learners' educational journey, stretching from Pre-school to high school. The existence of School Libraries enhances reading for pleasure, promotes unhindered access to information for study and generally improve achievement across the curriculum. In Namibia, school libraries are recognised as an epicentre of the school, promoting an appreciation of literature, research and the understanding of Media and Information Literacy. Once it is well integrated into the curriculum, the school libraries can be a hub of activities, supporting a range of creative approaches to teaching and learning.

Although Namibia recognises the importance of school libraries, there are challenges that are still being experienced. One of the main challenges as stipulated in the Information for Self-Reliance and Development: A Policy Framework for Libraries and Allied Information Agencies for Namibia (1997) is that, "Namibia's libraries are not properly equipped to play their vital role in providing information to support the development planning at a national level." The National Standards for school libraries in Namibia are therefore developed to:

- Establish a vision that will facilitate access to vibrant and dynamic school library services.
- Improve the current state of school libraries in Namibia.
- Ensure uniformity on how school library programs are to be conducted at different schools and within the education system as a whole.
- Provide guidance to decision makers at all levels, to ensure equal access to effective school library programs and services, delivered by qualified school library personnel.
- Ensure Monitoring and Evaluation of School library services, including evaluation of the impact of school library services on learners' achievements.

By recognising the important role played by School Library services, the Ministry of Education, Arts and Culture is aiming at maximising the positive impact of school libraries on education. This is achievable through working and improving the modus of operandi and introduce sustainable models for provision of library services, as well as to fully implement the school libraries staffing norms already approved. The Ministry of Education, Arts and Culture is therefore pleased to endorse the School Library Standards, as strategies that will assist school libraries to be continuously responsive to an evolving educational and cultural environment.

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Martin Andjaba, MP
ACTING MINISTER
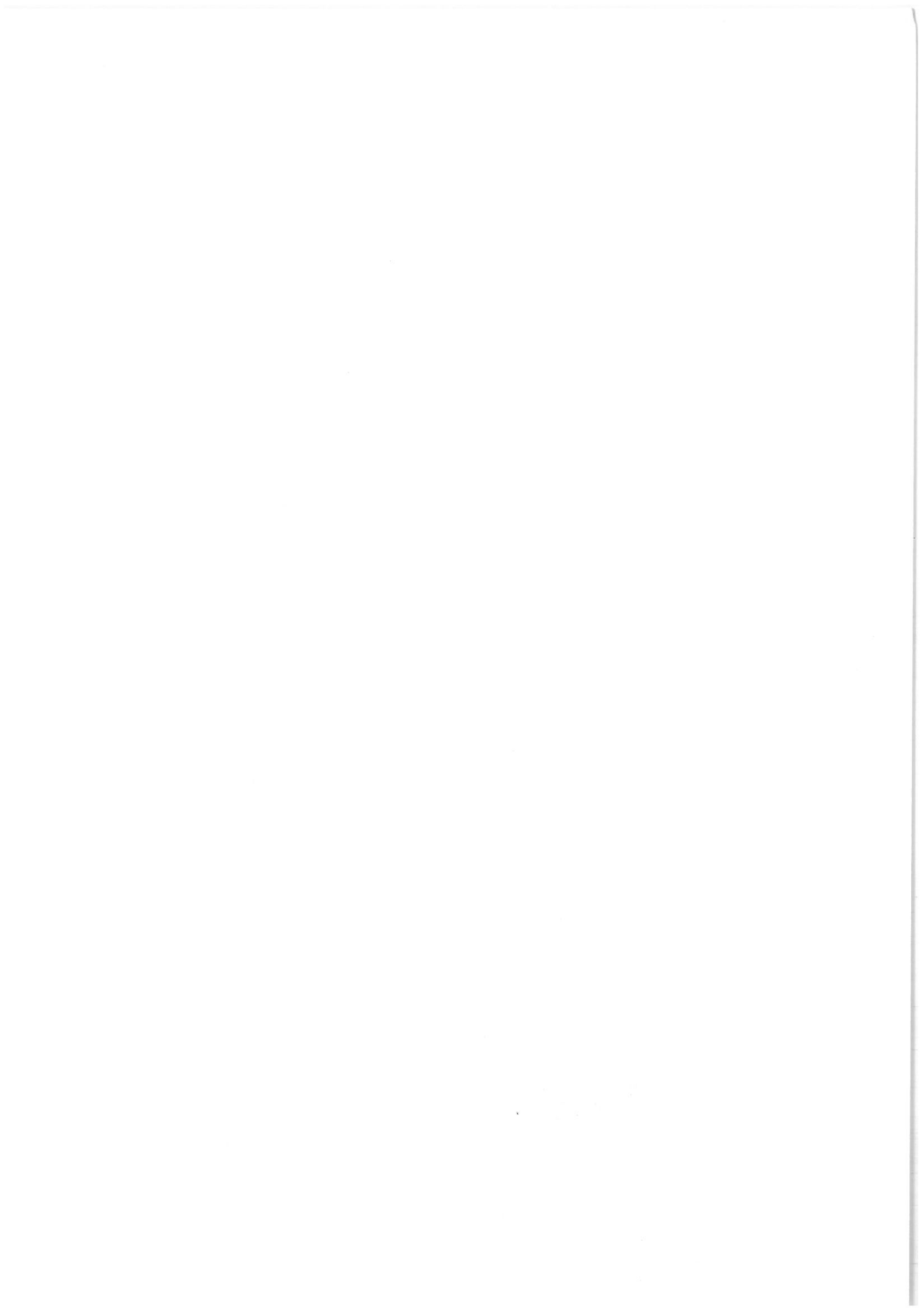
ACKNOWLEDGEMENTS

The Ministry of Education, Arts and Culture (MoEAC) through the Directorate of Namibia Library and Archives Service (NLAS) would like to acknowledge the following Stakeholders for their generous contribution to the formulation of this document:

- Regional Deputy Directors of Lifelong Learning, Arts and Culture,

- All Senior managers and Staff members of the Ministry of Education, Arts and Culture Library Service,

- UNESCO

- University of Namibia representatives,

- Goethe Institut Namibia for availing their high-tech auditorium for NLAS to conduct the important stakeholder consultative meeting.

The support received affirms what we aspire to achieve as a country, to develop information literate students who are responsible and ethical participants in society.

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Executive Summary

School libraries in Namibia plays a significant role in providing information to support National Development Plans, Vision 2030, the Sustainable Development Goals and the National Revised Curriculum for Basic Education. After independence in 1990, the Namibian government identified access to information as essential in all spheres of national development and a vital tool needed to empower communities to participate in the democratic process.

Access to information and educational resources is the key that opens doors to many opportunities for learners, teachers and members of the school community. To overcome the digital divide, a community's economic development depends on how its members can access and use information.

The MoEAC through the Directorate of Namibia Library and Archives Service (NLAS) serves as the custodian and coordinator of library and information services which includes school libraries. NLAS through policy formulation, provision of infrastructure, resource mobilization and acquisition, engagement with national leadership and coordination ensures that school library facilities are kept up to standard.

Namibian school libraries are however not adequately equipped to sufficiently and effectively play their vital role of providing information to support the Curriculum for Basic Education and the National Development Plans. In order to transform the status of school libraries in Namibia, it was recognised that the country needs a unifying standards guidelines for school libraries.

This document therefore highlights the role of school libraries, to facilitate teaching and learning as stipulated in the IFLA/UNESCO School Library Guidelines. It also lay out the accepted standards of a well-functioning school library in terms of collection, staffing, school library programs and activities, funding and the library furniture as well as design and layout of school libraries buildings.

These standards also set out that, for school libraries to be fully functioning, they need to be managed by qualified personnel, with a good understanding of school library services and ability to effectively implement programs that will promote the love of reading, learning and research skills for Namibian learners. This document has therefore provided guidelines that need to be followed when appointing personnel to manage school libraries as per the staffing norms articulated in the Namibian School Staff Norms, Circular No 12/1/6/4 & S. 1/3 of 12 July 2013. Further guidelines on how school libraries are to be managed in the absence of a qualified librarian have also been provided.

Standards on school library building plans are provided under Annexure 7, 8 and 9 and those specifications will be regarded as national specifications for school libraries buildings. They are designed purposefully to create an environment that allows teachers and learners to have access to information and technology and well-managed resources that will enable learners to attain academic knowledge and reading for pleasure. The realization of these plans will depend on adequate funding for staff development, relevant materials, Information Communication Technology (ICT) equipment and other facilities.

An emphasis has also been put on the Monitoring and evaluation of school library services and programs to ensure that school library's programs and services are aligned to the goals of the school. All schools in Namibia are therefore urged to adhere to the regulations stipulated in this document for them to operate successfully and to contribute to the revised national curriculum for basic education and ultimately the National Development Plans efforts.

1. Introduction

The IFLA/UNESCO School Library Guidelines, (2015) states that global education curricula is changing through enhanced technology and school libraries are central in supporting quality education, to enable learners to fulfil their aspirations. School libraries in the world share common purposes within the structure of the IFLA/UNESCO School Library Manifesto principles, which states that the school library should be managed within a clearly structured policy framework. Such policy framework should be devised bearing in mind the overarching policies and needs of the school to reflect its ethos, aims and objectives as well as its reality.

After independence in 1990, the Namibian government identified information as essential in all spheres of national development. Information is regarded as a vital tool needed to empower communities to participate in the democratic process. It was discovered that school libraries are not adequately playing their roles of provision of information to support teaching and learning activities. There is no uniformity in terms of staffing and management of school libraries across the regions.

The Directorate of Namibia Library and Archives Service have the mandate to provide library and information services to ensure access, equity, quality and democracy in the country. Education Library Services (ELS) a Sub-division within NLAS is assigned to provide curriculum supportive school library resources and Media and Information Literacy (MIL) subject advisory services to enhance the teaching and learning activities.

School libraries in Namibia are however facing challenges in providing needed information to the school community due to lack of proper guidelines. To transform the status of school libraries in Namibia, it was thus recognised that the country needs a unifying standards guidelines for school libraries.

This document therefore, outlines the role of MoEAC Head Office in the provision of library and information services, Regional Office responsibilities and the school management. The document also outlines the school library infrastructure, staffing, collection development, school library management, accessibility and teaching and learning. It further specifies the school library programs/activities, capacity building and training, vision, mission, objectives as well as monitoring and evaluation.

This National Standards Guidelines for School Libraries in Namibia will form an inclusive progressive direction and oriented library structure in the country, (Information for Self-Reliance and Development: A Policy Framework for Libraries and Allied Information Agencies for Namibia, 1997). It will contribute to the Namibia's National Development Plans (NDPs) goals of empowering citizens to enter workforce with the required knowledge and skills. This document is a vital tool aimed at contributing to the cultivation of a knowledge based society as envisaged by Vision 2030.

2. School Library Background

According to NLIC report (2007) school libraries in Namibia have been facing diverse challenges which hinder their important role in providing information to support the National Development Plans, VISION 2030, the SDGs and also the national revised curriculum for Basic Education.

It was revealed among other things that;

- There is a lack of clarity on the direction and objectives of libraries which resulted in the school library services to be severely neglected.

- Most school libraries are run by Teachers and only a few are managed by qualified Librarians.

- Most of the buildings are not appropriate for the rendering of library services, research and study.

- Opening hours are not aligned to the clients' needs and hinder optimal library use as well as benefits.

- School library programs are not prioritised by stakeholders.

3. Key Milestones

According to NLIC report (2007) libraries need urgent attention in terms of staffing, resources, library skills and school library development. Positive strides have however been made regarding school libraries in Namibia.

The following key milestones have been achieved:

- NLAS Structure

As per the Public Service Commission document on organisation and establishment 14/2/3/5 a structure for library services was created which allows for appointment of librarians in schools across the regions.

- Staffing of school libraries

According to the Staffing norms circular 12/1/6/4 & S.1/3 Principals through the school board can consider allocating librarian posts if there is statistical evidence showing the usage of the school library resources for a period of six months or more and the availability of an adequate library facility. A total number of 47 librarians have been employed to work in school libraries in all 14 regions.

- School library resources

Each school has a school library collection although most schools have no staff to run the library.

- Teaching of IC in schools

The teaching of the Information and Communication (IC) subject is compulsory from Grades 4 – 12. Most schools have implemented the IC syllabus after NLAS Informative Principal Workshops.

4. Legal and Regulatory Arrangements

According to the IFLA/UNESCO School Library Guidelines (2000), there is a need for school libraries to have a policy document which provides general guidelines on the role of the school

library, its management, structure and school programs and services that enhance the teaching and learning process.

In Namibia, school library legislation, policies and standards are the responsibility of MoEAC. The Namibia Library and Information Service Act 4, Act number 4 of 2000 Part 2, Section 6 (1), makes provision for other libraries including school libraries to:

- Collect, develop and supplement material which will meet the needs of the users.
- Make information resources accessible to users.
- Give advice and guidance to users.
- Promote and undertake projects with a view to encourage people to use available library and information resources.

In support of the notion articulated in The Information for Self-Reliance and Development: A Policy Framework for Libraries and Allied Information Agencies for Namibia, (1997), that there is a need for a unifying policy framework for libraries in Namibia, in order to have uniform standards in all libraries across the nation, MoEAC came up with these guidelines that are aimed at transforming the status of school libraries nationwide and address the disparities that are currently in existence in schools.

5. Guiding Principles of the Guidelines

The National Standards Guidelines document for school libraries in Namibia was framed from the groundwork values and norms, socioeconomic development and policy specific objectives articulated in the:

1. Information for Self-Reliance and Development: A Policy Framework for Libraries and Allied Information Agencies for Namibia, 1997.
2. School Library Manifesto of the United Nations Educational Scientific and Cultural Organisation (UNESCO), 2000.
3. International Federation of Library Associations and Institutions, IFLA School Library Guidelines, 2015.
4. Guideline for School Principals, MoEAC, 2005.
5. Manual for the management of school libraries in Namibia, MoEAC, 2015.
6. Status of Libraries in Namibia: Report on Regional Visits, 2002-2006.
7. Agenda 2063: The Africa we want, African Union Commission, 2015
8. Sustainable Development Goals, United Nations Development Programme (UNDP), 2015
9. Media and Information Literacy: Curriculum for Teachers, United Nations Educational Scientific and Cultural Organisation (UNESCO), 2011

6. Vision of the School Library

To support the resource-based learning and inclusive education through ensuring free and open access to appropriate curriculum-related information resources in all formats and facilities which enable users to become critical thinkers, effective information users and productive citizens.

7. Mission of the School Library

To promote the development of independent reading habits and information literacy skills through the provision of available, flexible, and inviting learning spaces and access to updated digital and print resources that represent diverse perspectives as well as qualified school library staff who will design learning experiences that support the school missions' curriculum objectives.

8. School Library Objectives

- To support and enhance educational goals in line with the schools' missions and curriculum.
- To develop and sustain the learners' habit of enjoying reading for lifelong learning.
- To equip learners with skills, to become effective ethical information users.
- To proclaim the concept that access to information and freedom of expression are essential to effective and responsible citizenship and participation in a democracy.
- To organise activities that encourage cultural and social awareness and sensitivity.
- To provide access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions.
- To offer opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment (School Library Manifesto, 2000).

9. School Library Strategies

To attain the objectives above school libraries shall;

- Provide access to curriculum related school library information resources in all formats.
- Promote a reading culture among learners through their school library programs.
- Use a variety of skills to navigate the world of information effectively and ethically.
- Promote the concept of media and information literacy through school library programs.
- Promote cultural and social events by incorporating them in the school library programs.
- Expose learners to diverse local, regional, national and global ideas, experiences and opinions in all subject areas, through research.
- Instil a habit of reading for the purpose of both information seeking and recreation.

10. Monitoring and Evaluation

According to the IFLA School Library Guidelines, evaluation of school library services and programs is an essential aspect of school library development. It helps to determine if school library services are meeting the needs of the users, as without monitoring and support, a system or structure may crumble and fall. Thus, monitoring and evaluation will help the guideline to align school library programs and services with educational goals.

Head Office

School library reports and statistics will also be used to monitor the effectiveness of the school library services and programs. NLAS would like to measure the impact of this guideline by getting users' opinions and views through in-depth interviews (teachers and learners) and focus groups. The

methods of evaluation will provide NLAS with evidences regarding the implementation of school library programs in Namibia.

Regions

The Regional management shall:

Monitor the implementation of school library services, programs and IC syllabi through school visits. Reports from the regions should be submitted to NLAS on time, in order to ensure timely and relevant interventions are in place.

School Management

Monitor the day to day operations of the school library and the IC teaching and learning activities through class and library visits.

Standard 1: School Library Management and Support
This section outlines the implementation of these guidelines, which include the administrative, institutional structures, rules and regulations as well as monitoring and evaluation at Head Office, regional and school level.

1.1 Head Office: NLAS
NLAS is mandated to:

- Provide standard specifications for school library building to the Directorate of Planning and Development: Head Office as well as to the regional planners.

- Provide support in school library development through Education Regional management.

- Spearhead the process of training and advisory services to school Principals, Library Teachers, Librarians and Assistant Librarians on the best practices regarding the effective management of school libraries in Namibia.

- Provide support to regional staff when garnering for the appointment of school librarians in their regions;

- Facilitate the school library user needs assessment in liaison with the librarians from the regions.

- Provide schools with a generic school library activity program, (refer to the Reading Period Circular No. 1/2017).

- Monitor the Reading period on a regular basis to improve the learners' reading levels in schools.

- Coordinate selection and evaluation of appropriate library resources in terms of content, languages, reading levels, needs and interests of users.

- Provide schools with shelf ready resources.

- Plan and coordinate research on school library development in Namibia.

- Monitor and evaluate the overall functions of the school library.

- Lead the process of partnering with strategic local, regional and international stakeholders/donors on school library development.

- Lead the process of integrating media and information literacy across the curriculum.

- Engage with local, regional and international publishers using forums such as the Book Selection to source and acquire the right books and resources for use in school libraries.

- Compile national school library report and statistics.

1.2 Regions

All regional local authorities and Directors of Education should support and coordinate school library activities in their regions. The ideal regional professional staff should consist of;

1. Deputy Director for IALL, Information Adult Lifelong Learning
2. Advisory Teacher for supportive subjects (include Information communication)
3. Chief Librarian
4. Senior Librarian: School Library Service
5. School Librarian/Library Teacher
6. Assistant Librarian

To expand school library services, all regional management shall:

- In collaboration with Programs and Quality Assurance (PQA) management appoint a Regional Advisory Teacher for supportive subjects including (IC subject), who will monitor and evaluate the teaching of this subject in both Primary and Secondary level.

- Advocate and budget for the construction of new purpose built school library buildings.

- Ensure that all school library buildings are used for their intended purpose.

- In consultation with NLAS, coordinate professional development programs for Advisory Teachers for information literacy subject, principals, teachers responsible for libraries, librarians and library support staff.

- Ensure stocktaking of school library resources is carried out in all schools and send reports to Head Office.

- Coordinate the celebrations of local and international school library calendar events such as; the Readathon, School Library month (October) and the World Book Day.

- Ensure that Regional Librarians develop, coordinate, monitor and evaluate the implementation of school library programs.

- Monitor school library information services in schools by ensuring that regular reports and statistics are received from schools and forwarded to Head Office.

- Ensure that there is proper implementation of the IC syllabi in all schools. The statistics should be sent to Head Office.

- Update NLAS with the appointment of the new School Librarians/IC Teachers and new information pertaining to the region e.g. updated school address lists and transfers of responsible staff in the region.

1.3 School

1.3.1 The Role of the School Principal

According to the IFLA/UNESCO School Library Guidelines, (2000), the Principal shall emphasize the importance of an effective school library and the use of it, as an instructional leader and key person in providing framework for implementing the curriculum.

The Principals shall ensure that school libraries perform at the required standard. They should continually monitor the performances to ensure that used strategies are achieving the desired specific objectives. This means, Principals should continuously support school library programs to enable them to meet those standards. All school library services need to be designed to meet all school learning needs.

The use of Information and Communication Technologies (ICTs) tools in school libraries should present chances that will extend research skills among users, (IFLA, 2015). Thus, it is the responsibility of the School Principals to ensure that effective accountability for operations is adhered to, in order to;

- Formulate the school library policy to define goals, priorities and services in relation with the curriculum.

- Allocate adequate and sustained budget for materials, technologies and facilities.

- Make sure that professional development that is vital to librarians/library teachers is observed for them to be competent in planning and coordinating different information handling skills for teaching and learning activities.

- Ensure that the IC subject is taught and the school library is well functioning.

- In the absence of the School Librarian, every school should have a Library Teacher who is fully in control of the collection, (Guideline for School Principals in Namibia, 2005). Thus, these designated teachers should be exempted from extra-mural activities, in order to perform their library duties.

- Accept librarians as equal members of the professional staff and allow them to participate in teamwork as well as staff meetings.

- Ensure the setting up of a Library Committee.

1.3.2 Staffing School Libraries

Staffing in school libraries should be well-trained, highly motivated and of good understanding of school library services. If a school has a well-trained School Librarian, then the library program will be effective to promote the love of reading and learning and research skills for Namibian learners. (IFLA School Library Guidelines, 2015).

It is therefore advised that, all regions should ensure that there is a structure to appoint School Librarians according to the staffing norms articulated in the Namibian School Staff Norms, Circular Number 12/1/6/4 & S. 1/3 of 12 July 2013 page3 point 4.2 (see attached Annex 4) which states that;

The Principal through the School Board should provide statistical evidence recorded over a period of six (6) months or longer for the Regional Director to consider the allocation of additional posts to the school. The availability of an adequate library facility will determine the immediate validity of the application.

If a school therefore meets the above procedure, the school library should be staffed as follows:

1. Libraries with less than 100 users per day:
- 1 x Grade 9 (Librarian).
- 1 x Grade 10 (Assistant Librarian).

2. Libraries with more than 100 users per day but less than 300 users per day:
- 1 x Grade 7 (Librarian).
- 1 x Grade 9 (Librarian).
- 2 x Grade 10 (Assistant Librarian).
3. Libraries with more than 300 users per day:
- 1 x Grade 7 (Librarian).
- 2 x Grade 9 (Librarian).
- 3 x Grade 10 (Assistant Librarian).

1.3.3 Skills Required For School Library Staff:
- Media and Information Literacy Skills.

- Information and Communication Technology skills.

- Designing of school library reading programs.

- Acquisition, cataloguing and classification of school library resources for shelf readiness.

- School library management.

- Good customer care.

- Report writing.

- Good communication and presentation skills.

1.3.4 Responsibilities of School Library Staff
The following are the roles and responsibilities to be played by school library staff, in order to ensure smooth implementation of the guidelines.

1.3.4.1 Duties of a School Librarian
"The School Librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by staffing as adequate as possible, working together with all members of the school community, and liaising with the public library and others." School Library Manifesto, (1999).The position requires a Bachelor Degree in Library and Information Science on a National Qualifications Framework (NQF) Level 7.

In cooperation with the school management and teachers, school librarians should be involved in the execution of the school program as follows:

- Overall management of the school library.

- Compile reports to School Principals and ensure the timely submission of reports and statistics to Regional School Librarian monthly.

- Create and develop an environment to promote and support reading for pleasure across the school.

- Partner with teaching staff in the collaborative design and implementation of information literacy curriculum throughout the school.

- Provide the school library user needs assessment report to the Regional School Librarian for Book Selection purposes.

- Make the library resources accessible to all.

- Formulate a school library budget plan according to users' needs.

- Conduct school library advocacy and marketing.

- Accession all school library materials.

- Ensure that stocktaking is conducted annually.

- Ensure the establishment of a School Library Committee.

1.3.4.2 Duties of an Assistant Librarian
The position of the Assistant Librarian requires clerical and technological knowledge and skills with a Diploma in Library and Information Science on a National Qualifications Framework (NQF) Level 6.

Duties of the Assistant Librarian are:

- Managing the issuing and the returning of the library resources.

- Promote reading programs and cultural events.

- Answer reference and information enquiries using appropriate materials.

- Assist learners and teachers in the use of library resources and information technology.

- Shelving library materials according to the Dewey decimal classification system. Books should be arranged from left to right and keep the library in good order.

- Make shelf guides so that books can be found easily

- Executing routine tasks in the library as well as providing information when required.

- Performing day to day administrative, clerical and technical duties of the library.

- Performing all duties in collaboration with the Librarian.

In the absence of a qualified Librarian and/or Assistant Librarian, the Library Teacher is expected to execute the above duties to ensure the smooth functioning of the library.

1.3.4.3 School Library Committee
The School Library Committee is a management team that consists of the Principal as the Chairperson, the Librarian, Head of Departments, IC Teacher, one Subject Teacher, a School Prefect and a School Board Member. (Manual of School Libraries in Namibia, p.26).

1.3.4.3.1 Functions of the School Library Committee
The School Library Committee shall:

- Oversee the school library developments.

- Prepare the budget and development plans with the librarian.

- Develop school library policy, rules and regulations including the borrowing system, library access times, stock maintenances and development, selection policy, training requirements and afterschool programs.

- Advocate for the involvement of other stakeholders.

Standard 2: Regulatory On Collections, Buildings, Furniture and Fitting Planning
The educational role of a school library should be reflected in its facilities, furniture and equipment. It is useful and helpful to have a formula on which to base planning estimates so that any new or newly designed library meets the needs of the school in the most effective way (IFLA/UNESCO School Library Guidelines, 2000).

All the newly built schools should have a purpose-built library. *See annexure 7, 8, 9, 10, 11 and 12 for school library sample plans.* Every school with a purpose-built library facility is required to avail it for the intended purpose, that is, to create an environment that allows teachers and learners access to information and technology, by providing well-managed resources to enable learners to attain academic knowledge and reading for pleasure.

2.1 Regulations on Collections as per the Manual for the Management of School Libraries in Namibia, 2015

- School library collections should offer a wide range of relevant physical and digital resources.

- The collection should be developed on an ongoing basis to ensure access to latest and adequate resources.

- Schools should come up with internal collection management procedures.

- Every item in the stock should be registered in the accession register (given a unique number when it arrives at the school).

- Stocktaking of library books must be done annually and reports must be sent to ELS and to the Stock Control Officers in the Region.

- Learners should be taught how to handle library stock carefully and shown the consequences of mistreating books (missing pictures, pulling books roughly on the spine, folding the corner of a page).

2.1.1 Missing, lost and intentionally damaged books

- Missing, lost and intentionally damaged books should be replaced within a period of three months. The users must purchase the exact or similar copy of the same value with the lost book.

- Alternatively, the users may pay money worth the price of the book to the school cashier and a record should be given to the school librarian.

- Once a reasonable amount has been accumulated, the librarian should use the money to purchase the lost books.

2.1.2 Donations

All schools must be innovative and proactive to ensure that their school libraries are well resourced. As a result, schools may solicit donations. According to treasury instruction (M.A.0101) treasury authorisation must be obtained before any donations to the state are accepted, whether in cash or kind. Education Library Services (ELS) will be responsible for getting authorisation from the Ministry of Finance for donations to school libraries. The following must be submitted to ELS:

- A list (author, title, ISBN and year of publication) of the donations to your school library;
- The purpose for which the donation was made;
- The value of the donation;
- The name of the person or body making the donation and the reason why the donation was made;
- Conditions, if any, connected with the acceptance of the donation. (Guidelines for School Principals, 2005)

2.1.3 Weeding

- The Librarian/Library Teacher assisted by Subject Teachers should remove books that are outdated, irrelevant and badly damaged from the library collection regularly to keep the collection up to date as per the Treasury Guidelines.

- A list of all the books to be weeded should be submitted for approval to Education Library Services to obtain permission for discarding.

2.1.4 Discarding

- Books are written off when they are lost, badly damaged or when they become irrelevant for some reason.
- Schools are not allowed to write off books without written official approval. ELS will act as a mediator and apply for approval from Treasury.
- Once approved the lists have to be filed and kept for auditing purposes.

2.1.5 Disaster and Risk Management

Disaster plan and management is indispensable for the efficient functioning of libraries. Library and information centers are vulnerable to the wide range of disasters. Eden and Matthews (1996) defined disaster as, "any incident which threatens human safety and/or damages, or threatens to damage, a library's buildings, collections (or item(s) therein), equipment and systems". They also indicate that a disaster occurs due to several natural or man-made factors:

- Water (e.g. burst pipes or heavy rains leading to flooding).
- Poor storage and environmental conditions (e.g. dampness leading to mound growth).
- Inadequate security leading to break-in and theft
- Building deficiencies-poorly maintained buildings

Therefore all school libraries should have a disaster plan management system in case the above disasters occur in their libraries. It is advised that all school libraries have a good drainage and flood-proof system. Library buildings should be built in such a way that it may be seismically safe. Regular checks of library building regarding water leakages should be carried out. Library building and resources should be properly maintained and regular inspections of buildings and equipment should be conducted. Roof leakages should be repaired, even a small drip before it damages the stock. Fire-extinguishers should be checked and staff members should be trained in handling the equipment in case of emergency.

Termite treatment should be periodically done in the library. In general, if materials are stored in a clean, cool, and dry environment and are looked at and dusted occasionally, the risk of damage by insects is greatly reduced, and problems will be detected before a lot of damage is done. Whenever an insect is found in a book it is advisable to inspect the area where the book was stored to see if more insects are present in the materials nearby.

2.2 Design and Layout

The following should be taken into consideration:

- Adequate space for different library activities.

- Space for staff work areas.

- Fire protection with fire alarm and fire extinguishers in all areas of the library.

- Proper ventilation and air conditioning system complete with efficient humidity control.

- Kitchen, staff work room and restrooms must have a sink with plumbing fixtures (cold and hot water.

- Sound-absorbent walls, ceilings and floor finishes. Walls between study/ reading areas and those rooms that necessitate activity and noise should be acoustically well isolated.

- Wheelchair accessible restroom and a drinking fountain should be provided for staff and library users.

- One main public entrance and an emergency exit well-marked which also caters for people with special needs.

2.3 Building

The school library building should ideally consist of the following:

- Kitchen
- Staff work room
- Reading Room
- Open Office Space
- Cubicles for Study & Additional machines
- Information and Communication (IC) Room
- Additional Space for Passage
- Bathroom and Toilets (Male, Female and Wheelchair bound)
- Lockable cubicles where bags are kept
- Store room
- Circulation desk

The size of the school library is determined by a number of factors which include:

- the number of learners and teachers.
- the number of books
- the number of seats for readers
- the number of staff
- the different kinds of rooms required
- the basis and method of estimating the dimension of each kind of room

The circulation desk/space should be allocated at the entrance.
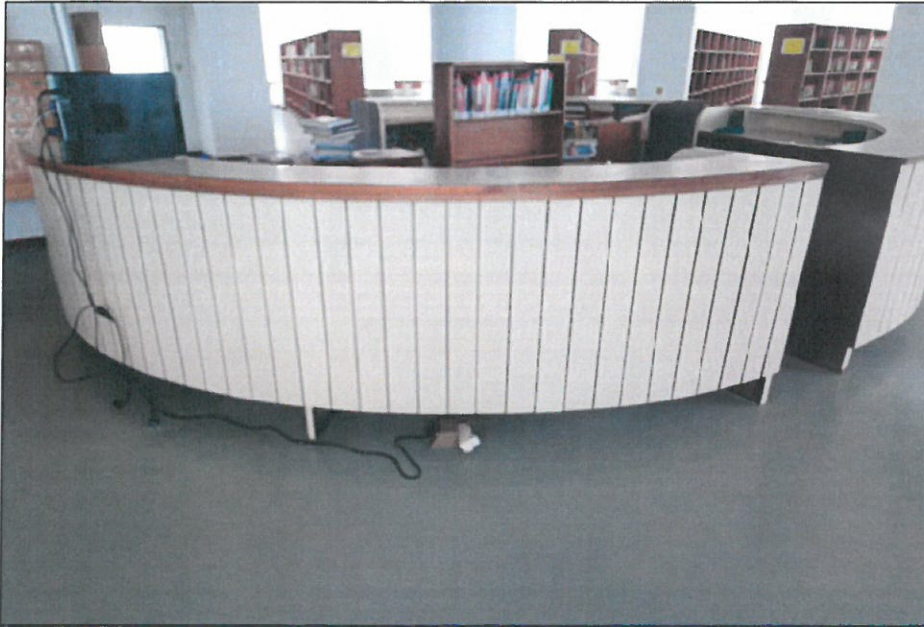
Figure 1: Circulation Desk

- Computer study area

Computer learning areas should be separated from quiet reading areas, group study, reference work or any learning activities.

Figure 2: Computer study area.

Figure 3: Main study areas should be close to the book shelves and stacks.

The plan of the buildings should be adaptable to the future growth and developments. Details of the library should be worked out based on the existing data and proportional future growth. Use of technology in the school library should include design aspects that support learning (e.g. with adjustable, lighting, ample electrical connections, sound control as well as space for expansion).
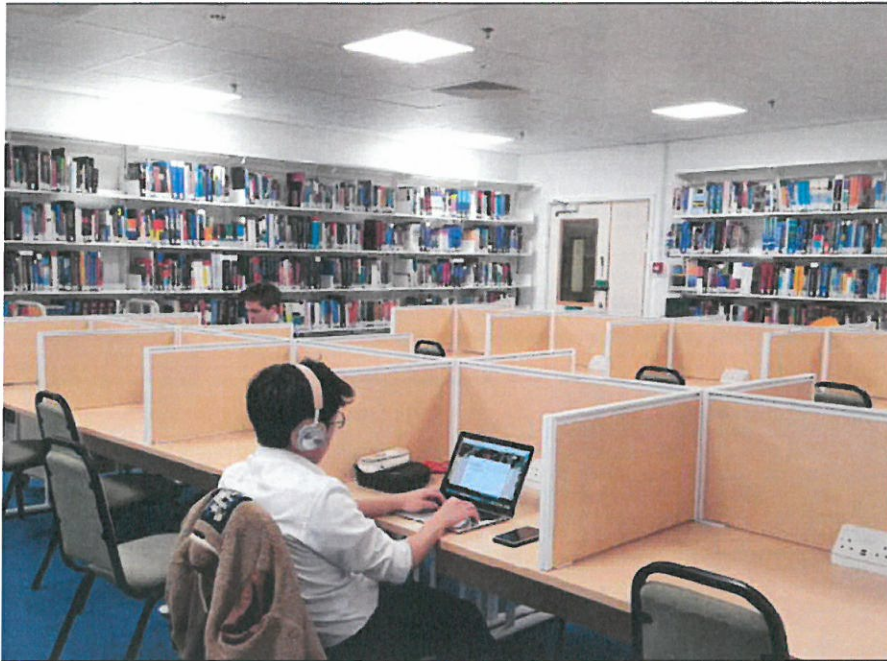
Electrical, telephone and internet outlets should be sufficient enough to provide efficient services in the foreseeable future at the construction and renovation stage. Wiring should be installed for telecommunications. The minimum number and location of the connections should be defined at the time of the feasibility study.

2.4 Furniture and Fittings Planning
The school library building is incomplete without the proper furniture, fitting and furnishings. The following is how the school library should be furnished;

- Shelves

Shelving may be either wall-mounted, freestanding or roll-away (shelves with wheels). The standard height for a primary school is 1200mm, with a maximum of 1500mm. This will provide three shelves per bay. Individual shelves should be 25cm-30cm deep (measured from top to bottom or front to back). Shelving must be adjustable and should include a back-edge support and an integral shelf-guiding channel.

The standard height for a secondary school is 1800mm. Further recommended measurements for secondary schools are 300mm height of the bottom shelf from the floor, 900mm length of individual shelves, 175 - 200mm depth for horizontal shelving for all stock, 250 mm depth for horizontal shelving for oversize stock and 300mm sloping shelving for display / periodicals.

Shelves must be at least 15cm (6 inches) above the ground, to avoid book damage in case water collects in the library.

- Book display shelves

There should be front facing display shelves.

- Book supports

Book supports are also needed to stop the books from falling over.

- Computer workstations
- Librarian furniture
- Study area tables and chairs
- Bean bags for comfy reading
- IC room furniture
- Circulation desk
- Whiteboards

2.5 ICT Equipment

- Computers for staff, study area and IC room
- Computer software programs
- Smart board
- Projector with laptop
- Speakers
- Headsets
- Camera
- Leap Reader kit
- E-learning tool kit
- Tablets

Standard 3: School Library Programs

A School library program should promote reading for leisure and study, relevant and responsive to the lifelong learning needs of school learners. Developing this program requires an understanding of the unique interests, attitudes, influences and preferred reading materials of teachers and learners. Learners of all abilities need to be reassured that their reading experiences are valid, and to have opportunities and activities to measure and test validity.

The School Librarian should focus on core activities which include;

3.1 Literacy and reading promotion (refer to the Readathon Guide 2015 and Reading Period Circular No. 1/2017)

The School Librarian/Library Teacher shall:

- Support the individual preferences of readers, and acknowledge the individual rights to choose what readers want to read.
- Organize special events to raise the profile of literacy and reading through exhibitions, book talks, library displays etc.
- Allow parent participation through home reading and read aloud programs, for example through using the Read Namibia website. (https://readnamibia.wordpress.com)
- Organise Read Namibia volunteer group to conduct reading sessions in their community.
- Collaborate with teachers for special education, to support learners with reading disabilities by providing alternate reading materials such as audiobooks to improve their reading skills and their attitude towards reading.
- Support teachers in their work by recommending appropriate books for reading projects.
- Celebrate national reading initiatives, e.g. National Readathon week, School Library month.
- Conduct story times (Read aloud) for children of all ages.
- Organise private reading time for free voluntary reading as well as for leisure or recreational reading stories in both medium of instruction and home language.
- Organise author/illustrator visits to encourage learners to love reading.
- Promote community library activities, e.g. the Summer Reading Challenge.
- Link with whole school events through book displays, advocacy, e.g. celebration of key festivals and events.
- Run a library week with quizzes, read aloud, contests such as a book holding contest, and a dress as your favourite character day.
- Allow learners to do book reviews and provide recommendations to other learners.
- Involve learners in book selection for the library.
- Write a regular column in the school newsletter – showcase new releases, ask learners to write reviews or create your own library newsletter.

3.2 Media and Information Literacy (MIL)

Media and Information Literacy (MIL) empowers citizens with competencies (knowledge, skills and attitudes) related to media, information, ICT and other aspects of literacy which are needed for 21st century. These competencies include the ability to: find, evaluate, use the information they need in ethical and effective ways, engage with media and information providers for self-expression, life-long learning, and democratic participation; and updated skills (including ICTs skills) needed to produce content (Martinson, 2012).

I n Namibia, MIL is taught as a subject, Information and Communication within the linguistic and literacy, moral and ethical and technological areas of learning in the curriculum, but has thematic links to other subjects across the curriculum. (National Institute for Educational Development NIED, 2014). A qualified teacher should be allocated for the teaching of this subject.

The Librarian therefore should promote the concept of media and information literacy through activities such as research, reading and study to help learners to acquire skills to identify, locate, use information responsibly and ethically. Refer to *Standard 4* in this document.

3.3 Resource-based learning

Resource-based learning is a process where learners are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge (Alberta Education, 2004). It is learning that results from the use of multiple resources in addition to, or other than, a traditional textbook. The IC teacher should teach learners skills for accessing, evaluating, using, and applying information, ensuring that learners meet the outcomes for information literacy identified in the IC curriculum. Librarians should thus provide support and offer to collaborate with class teachers and subject teachers who may be less aware of the research approach. This collaboration hence should ensure that learners are able to work independently (self-directed) and also in groups by providing a progressive program (identifying parts of the book, research strategies etc.) according to all school subject content.

Resource-based learning therefore actively involves learners, teachers and teacher-librarians in the effective use of a wide range of print, non-print and human resources. In the process, this concept fosters the development of individual learners by accommodating their varied interests, experiences, learning styles, needs and ability levels.

The six steps the librarian should consider for successful Resource-based learning:

1. Think and decide – aspects of the topic to be covered, what the learner knows already about the topic

2. Find what you need - find possible sources of information

3. Use what you have found - look for specific information to answer the who, what, where, when, why and how questions of your topic, outline main points

4. Recording information - write down only what is relevant and applicable and summarise briefly. Make bibliographic details of each book for your reference list

5. Presenting your resource based project - detailed outline, introduction, body and conclusion

6. Evaluating your work - go through the first five steps, ask yourself whether you have done what is expected, did you stick to the topic, is the work neat and if the project has all the necessary components (Asselin, 2013)

3.4 Information and Communication Technology integration

The school library should provide free technological infrastructure accessible to all learners. School Librarians have a vital role to play in integrating technology to help students develop 21st century skills to enable them to use technology as a tool for learning and ensure they are prepared to succeed and participate a digital society. The Librarian/Library Teacher should provide instruction on the use of information technology such as how to use the internet, online search strategies, how to format and edit a word document etc. The educational usage of the internet in the library will create an environment that allows learners to develop their skills by means of which learners will be able to think reflectively and achieve certain meta-cognitive skills such as those of comparison and association. Schools with more computers/learners laptops should allocate some computers/learners laptops for school library use.

3.5 Professional development for Teachers

The School Librarian/Library Teacher should offer professional development through;

- Provision of teachers' resources that enhance their subject knowledge to improve their teaching methodologies.
- Working as a partner in planning the tasks (Collaborative Teaching).
- Using the library as an access point to a broader set of resources through its interlibrary loans.

3.6 Appreciation of literature and culture

- The librarian should ensure that the library collection includes local, regional and international materials that reflect the national, cultural, and ethnic identities of learners as aspired in Agenda 2063.
- Organise special events that promote literature e.g. celebrate well-known local, national or international authors such as William Shakespeare.
- As aspired in Agenda 2063, celebrate African cultural assets (heritage, folklore, languages, film, music, theatre, festivals, family values, community, social cohesion, hard work, mutual respect, religions and spirituality.
- Celebrate the rights of children e.g. Day of the African Child, Human Rights Day.

The focus of core activities of a school library will depend on programs and priorities of a school and should reflect the progression of curriculum expectations from grade to grade.

Standard 4: Media and Information Literacy

Media and Information Literacy (MIL) embodies essential knowledge about the functioning of media, libraries, archives and other information provider institutions in democratic societies. MIL in Namibia is taught through the subject called Information and Communication (IC) which provides learners an opportunity to learn and practice skills that will serve to make the use, creation and communication of and the search for information across the curriculum possible, meaningful, fruitful and enjoyable to enhance the quality of their school work in all subjects. In order to attain the media and information literacy objectives in a school, there is a need to assign personnel with knowledge and skills of school library science and IC who will promote and foster inquiry learning and collaborate with all subject teachers.

The IC teacher should promote learner-centred and resource-based education by addressing three areas of teaching and learning namely:

- knowledge and understanding of media and information for democratic and social participation;
- evaluation of media texts and information sources (focusing on who created it, for whom was it created, what is the message, is it relevant); and
- production and use of media and information.

The School Librarian should contribute to the enhancement of learners' skills of identifying sources of information, information retrieval, and application of information from sources as well as creation of new knowledge taking into consideration copyright, plagiarism and intellectual property issues through collaborative work with teachers.

Standard 5: School Library Usage and Statistics

Library Statistics are important in demonstrating the value of libraries to decision makers, development partners and funding institutions. Statistics can assist management in identifying school libraries that need to be developed. The most important use of statistics is not to measure library activity, but to demonstrate its benefit to the school. In other words, it is to illustrate the effectiveness of library services and programs.

The following statistics should be collected on a monthly basis:

- Library daily visits – to show the number of teachers and learners using the school library.
- Books circulated (fiction and non-fiction) – to show the number of books borrowed out by teachers and learners.
- ICT Usage – to show the number of teachers and learners using ICT equipment.
- Number of learners participating in reading promotion activities.
- E-learning tool kit usage (only applicable to schools who have the learning toolkit) – to show the number of learners and teachers using the toolkit.
- Number of learners using the Leap Reader – to show the number of learners using the Leap Reader.
- School Library Research Questionnaire (quarterly).

The circulation and ICT Usage forms are available as annex 5 and 6 at the end of the document.

Standard 6: Functional School Library

In Namibia, a functional school library is a purpose-built library building which has a professionally trained School Librarian, who manages a central collection of diverse learning resources that;

- Supports a school's curriculum.
- Meets individual learners' needs and interests.
- Ensures that learners develop information literacy skills within the school's curriculum.
- Enjoys the support of a school library committee and Prefects to assist with the management of the school library.
- Submits school library usage statistics on a monthly basis to the Regional Office.
- Makes users to study, read or even browse and obtain information of all kinds.
- Enables learners to follow up on lessons and conduct research on topics of their own choosing with the help of qualified staff.
- Stimulates interest in reading to develop appreciation of literature.

- Implement the national reading activities from the Reading Period Circular No. 1/2017 and the Readathon Guide, 2015-2022.

Conclusion

The preceding sections of this document provided information on how best to unify the school libraries in Namibia. The models that have been proposed are aligned to the international standards and are what NLAS believes to be the best guidelines on capacitating school libraries. The guidelines are meant to ensure that all Namibian learners have access to adequate library and information resources.

An outline has also been given as to the roles and responsibilities of the relevant stakeholders, that is, the role of NLAS in the provision of library and information services, the responsibilities of the Regional Office and the school as well as the responsibilities and competencies of the library staff.

School libraries are unique from other types of libraries and based on their uniqueness, it is therefore advised that all new school library building plans should be drawn according to the National specifications for school libraries as stipulated in Standard 2 in this document. Emma Hoogenhout Primary School, Windhoek Technical High School and Windhoek High School library sample plans are available as annexures at the end of the document.

It is recommended that school libraries be accessible as possible to all learners and staff, with the consideration of any user with mobility difficulties. The use of school library technologies in school library classrooms should be designed to support learning.

All the members of the school (learners, teachers, administrative staff, principal and parents) need to take ownership of their school libraries so that an effective library and information service can be provided.

As the situation currently stands in Namibia, Information and Communication (IC) Teachers are managing most of the school libraries and as such they should also be regarded as part of the school library staff who can manage the library in the absence of qualified librarians.

It is important to note that these guidelines are an important step in the educational development sector but are not a means to an end. Creative and innovative action steps should be applied to allow successful implementation of these guidelines. All regions are therefore urged to implement the National Standards Guidelines for School Libraries in Namibia to enhance learner achievement and the National Development Plans.

Recommendations

It is recommended that:

The vision and mission of school libraries should be designed in line with the value and principles of the IFLA/UNESCO School Library Manifesto. (https://www.ifla.org/)

a) Regions should ensure an adequate budget allocation for school library development.

b) School libraries should be administered by qualified school library staff with the support of the School Library Committee to attain the objective of the school library instruction

program and the Information Communication (IC) Syllabus. In the absence of qualified school library staff, IC/Library Teachers may be assigned the responsibility of manning the library; continuous professional development is highly recommended.

c) Schools should ensure optimal access to school library information resources.

d) School library services and programs should be under the guidance of Head Office and Regional Councils should ensure the implementation of all school library programs.

e) All schools should have a school library collection development policy (CDP) approved by the Regional Directorate of Education. Guidelines are provided in annex 10.

f) The school management together with the school library committee agree on an allocation of a school library fund from the school's budget.

g) School libraries may raise funds during library fundraising activities as stipulated in the Guidelines for School Principals page 16. The funds raised for the school library are solely for school library development.

h) To maintain continuous support and development from all levels, school libraries need to have sustained funding.

i) All-purpose built libraries should be used for their intended purpose and must not be turned into classrooms, storerooms to accommodate old furniture, school feeding programme stock or as accommodation for teachers.

j) All schools in the regions should comply with the National Standards Guidelines for School Libraries in Namibia document in reference with IFLA School Library Guidelines Recommendations.

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Annex 1: Participants of Consultative Workshop

ORGANISATION	NUMBER OF PARTICIPANTS	POSITION
UNESCO	One participant	
UNAM	One participant	
IUM	One participant	
NIED	One participant	
NPC	One participant	
MICT	One participant	
HEAD OFFICE	Seven participants	
REGIONAL OFFICES (14 REGIONS)	Two participants per region	

Annex 2: Transfer Certification

MINISTRY OF EDUCATION

TRANSFER CERTIFICATION

I,...hereby take over the ....

School library from...and declare that the stock of the school

library was checked by me and that the totals in the inventory and accession register are

correct.

Remarks:...

....

....

....

....
Signature
Out going school library teacher

....
Signature
ew school library teacher.

Date:.................................

Date:.................................

....
PRINCIPAL

School stamp

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

Private Bag 13186, Windhoek

Enquiries	:	E.W. Bohn, M. Shimhopileni
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File No.	:	12/1/6/4 & S.1/3

12 July 2013

TO: HONOURABLE MINISTER, DEPUTY MINISTER
       THE DEPUTY PERMANENT SECRETARY
       UNDER SECRETARIES
       CHIEF REGIONAL OFFICERS
       HEAD OFFICE AND REGIONAL DIRECTORS
       INSPECTORS AND ADVISORY TEACHERS
       PRINCIPALS OF PRIMARY, COMBINED AND SECONDARY SCHOOLS
       NANTU , TUN.

CIRCULAR: FORM ED.

SUBJECT: STAFFING NORMS FOR NAMIBIAN SCHOOLS

This circular replaces all previous circulars in this regard. The staffing norms of the Ministry of Education are to be applied at all state schools and private schools where the state subsidizes teachers according to the norm. This staffing norms policy is to be phased in as from 1 January 2014, within the limit of available funds.

1.   **THE BASIC NORM**
      The basic norm provides for staffing of mainstream schools as follows:
      Pre-primary: 1 teacher for every 25 pre-primary learners (5/6 years of age);
                            (to be phased in within the limit of available funds and adequate classrooms)
      Special class: 1 teacher for every 15 primary learners (where approved classes exist)
      Lower primary: 1 teacher for every 35 primary learners;
      Upper primary: 1 teacher for every 35 primary learners;
      Secondary: 1 teacher for every 30 secondary learners.

2.   **NORM FOR HEADS OF DEPARTMENT**
      The total number of learners (pre-primary plus special classes plus primary plus secondary) determines the number of heads of department a school automatically qualifies for:

Page 1 of 4

Heads of Department

Primary Schools		Secondary Schools		Combined Schools
246 – 490 learners	1 HOD	246 – 350 learners	1 HOD	See explanation in the annexure: Teaching Posts for Combined Schools
491 – 700 learners	2 HODs	351 – 630 learners	2 HODs	
701 – 910 learners	3 HODs	631 – 770 learners	3 HODs	
911 – 1120 learners	4 HODs	771 – 910 learners	4 HODs	
1121-1330 learners	5 HODs	911 – 1050 learners	5 HODs	
1331-1750 learners	6 HODs	1051- 1610 learners	6 HODs	

If a school qualifies for 6 or more heads of department, one of these heads of department can serve as a deputy principal on recommendation of the school board, without additional remuneration.
The table in **Annexure A** can be used to determine the number of basic posts where after additional posts can be added in line with this policy, and based on what the school qualifies for.

3. ADDITIONAL STAFF TO THE BASIC NORM

The availability of adequate classrooms will determine the validity of the immediate allocation of additional staff to the school in the following categories.

3.1 Total enrolment

A school automatically qualifies for additional posts determined by the total enrolment numbers as on the 15th school day every year (special classes plus pre-primary plus primary plus secondary):

* 100 to 735 learners (with 4 or more Grades)   1 additional teacher
* 736 to 979 learners   2 additional teachers
* 980 plus learners   3 additional teachers

3.2 Teaching load for staff in promotion posts

It is expected that staff in promotion posts in a school should carry a teaching load, as follows:

* Principals   25% of actual teaching hours
* Deputy Principals   50% of actual teaching hours
* Heads of Department   75% of actual teaching hours

Where the reduced teaching load of school management staff is equivalent to a full teaching load, an additional teaching post will automatically be available for such full load.

* 1 Principal (75%) + 1 HOD (25%)   1 additional teacher
* 1 Principal (75%) + 5 HODs (125%)   2 additional teachers
* 1 Principal (75%) + 1 Deputy (50%) + 5 HODs (125%)   3 additional teachers

3.3 Pre-vocational and/or supplementary subjects

Secondary schools automatically qualify for additional teaching posts if they offer the following specialized subjects. Principals should ensure that these teachers have a full teaching load compared to the other teachers in the school.

* Fashion and Fabrics and/or Home Economics   1 additional teacher
* Design and Technology   1 additional teacher
* Arts and Design as promotional subject   1 additional teacher
* Office Administration and/or Computer Studies   1 additional teacher

3.4 **Additional posts for compulsory non-promotional subjects**
Primary, combined and secondary schools qualify for additional teaching posts for the following compulsory non-promotional subjects.

* **ICT Literacy offered as a compulsory subject from Grades 1-12**
  On condition that an <u>operational computer centre</u> with an adequate number of computers are available, the school qualifies for one additional teaching post for a qualified ICT Literacy teacher to a primary school with more than 950 learners (28 or more class groups), a combined school with more than 800 learners (25 or more class groups) and a secondary school with more than 600 learners (20 or more class groups).
  If a school does not qualify for an additional teaching post, one or more designated teachers should be given the responsibility to teach the subject and the principal should arrange for in-service professional development in ICT Literacy. Candidates with an ICDL qualification could be considered.

* **Life Skills**
  According to the National Curriculum for Basic Education every school should have one or more teachers with training in and/or experience of life skills, guidance and counselling.
  Schools qualify for additional teaching posts for a full time Life Skills teacher within the following parameters:
245-600 learners	one additional teaching post
600-1200 learners	two additional teaching posts
1200+ learners	three additional teaching posts

  These teachers should not be involved in the teaching of other academic subjects.
  In schools with less than 245 learners, one or more designated teacher should be given the responsibility for teaching the subject and the principal should arrange for in-service professional development in life skills, guidance and counseling.

3.5 **2% Allowance of additional posts to regions**
For each education region there will be an allowance of an additional 2% of posts on top of the total number of teachers in the region as determined by the <u>basic norm (paragraph 1)</u>. This will allow regions to cater for special needs at specific schools, not provided for in this policy, as motivated and applied for by the principal through the school board.

4. **ADDITIONAL STAFF TO BE APPLIED FOR**
Principals are requested to motivate and apply, through the school board, for additional teaching posts within the following categories.

4.1 **Offering higher level subjects**
The regional director can consider allocating two additional teaching posts to secondary schools offering <u>3 or more subjects on higher level</u>, including English and Mathematics on higher level. The availability of adequate classrooms will determine the immediate validity of the application.

4.2 **School Library**
If a principal, through the school board, can prove one of the following options by providing statistical evidence recorded over a period of 6 months or longer, the regional director can consider allocating the additional posts to the school. The availability of an adequate library facility will determine the immediate validity of the application.

4.2.1 Libraries with less than 100 users per day and to apply shift working:
- 1 x SP2 (Librarian)
- 1 x 1CL1 (Library assistant)

4.2.2 Libraries with more than 100 users per day but less than 300 users per day and to apply shift working
- 1 x 3AL1 (Librarian)
- 1 x SP2 (Librarian)
- 2 x 1CL1 (Library assistant)

4.2.3 Libraries with more than 300 users per day and to apply shift working:
- 1 x 3AL1 (Librarian)
- 2 x SP2 (Librarian)
- 1 x 1CL2 (Library assistant)
- 2 x 1CL1 (Library assistant)

5. ESTABLISHING A NEW SCHOOL
A new school should only be considered to be established, if a minimum of 35 learners and at least different grade groups are available and can be sustained for a period of 3 or more years.

6. THE TRANSFER OF TEACHERS
The fifteenth school day statistics might show that some schools are overstaffed while others will b understaffed according to the norm. The Public Service Act (Act 13 of 1995) and the Public Servic Staff Rules make provision for staff to be transferred "when the interest of the Public Service s requires"; Section 23 (1). Decisions on transfer will be based on the fifteenth school day statistic and on supplementary information provided by the school boards, and in consultation with th Union.

7. IMPLEMENTATION
The inspectors of education in every region must take full responsibility to facilitate and monitor th implementation of this policy. The norms outlined in this circular do not apply to the special school of Namibia.

Yours sincerely

....

Mr. A. M. ILUKENA
PERMANENT SECRETARY

Annex 4: Circulation Statistics Form

REPUBLIC OF NAMIBIA
MINISTRY OF EDUCATION, ARTS AND CULTURE

Education Library Services
Private Bag 13186, Windhoek, Namibia

SCHOOL LIBRARY: CIRCULATION STATISTICS: Daily Count Of Resources Issued.

Monday............................ to Friday............................

Day/Date	Fiction	Non Fiction	Reference materials	Periodicals	Audio-visuals	# of learners	# of teachers
Mon							
.... Tuesday							
.... Wed							
.... Thursday							
.... Fri							
Total							

SCHOOL LIBRARY: CIRCULATION STATISTICS: Weekly Count of Resources Issued.

Trimester: ....   Date: ....   to Date: ....

Dates	Fiction	Non-fiction	Reference materials	Periodicals	Audio-visuals	#of learners	#of teachers
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Total for Trimester							

SCHOOL LIBRARY: CIRCULATION STATISTICS: Annual Summary of issues

	Fiction	Non fiction	Reference materials	Periodicals	Audio-visuals	# of learners	# of teachers
Trimester 1							
Trimester 2							
Trimester 3							
Total							

Annex 5: Information and Communication Technology Usage Statistics Form

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Private Bag 13186, Windhoek, Namibia

INFORMATION AND COMMUNICATION TECHNOLOGY USAGE STATISTICS

The most important use of Information Technology Usage Statistics is not to measure library activity, but to demonstrate its benefit to the school. In other words, it is to illustrate the effectiveness of library services and programs. These statistics will not only help the school but also the ELS for planning purposes and future development.

Librarians are therefore encouraged to keep a log book where learners indicate any activity they carry out on the library workstations. By so doing, one can keep record of what learners are doing and also find out what is of popular interest to their patrons. The same applies to teachers.

After collecting these statistics two forms must be sent to the ELS on a monthly basis to the contact details above for management purposes, that is, one for teacher usage and the other for learner usage.

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Private Bag 13186, Windhoek, Namibia

LEARNERS INFORMATION AND COMMUNICATION TECHNOLOGY USAGE STATISTICS FORM

	INTERNET RESEARCH	ASSIGNMENT/ HOMEWORK	MS OFFICE(WORD,EXCEL, PUBLISHER) ETC	EDUCATIONAL GAMES	E-LEARNING TOOL KIT	ANY OTHER/SPECIFY
DAY 1 …./…./…						
DAY 2 …./…./…						
DAY 3 …./…./…						
DAY 4 …./…./…						
DAY 5 …./…./…						
TOTAL						

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Private Bag 13186, Windhoek, Namibia

LEARNERS INFORMATION AND COMMUNICATION TECHNOLOGY USAGE STATISTICS FORM

	INTERNET RESEARCH	ASSIGNMENT/ HOMEWORK	MS OFFICE(WORD,EXCEL, PUBLISHER) ETC	EDUCATIONAL GAMES	E-LEARNING TOOL KIT	ANY OTHER/SPECIFY
WEEK 1 …/…../….						
WEEK 2 …/…../….						
WEEK 3 …../…./…..						
WEEK 4 …../…./….						
WEEK 5 …../…./….						
TOTAL						

NB: Please note that two forms must be submitted to the ELS i.e. teachers usage and learners usage.

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Private Bag 13186, Windhoek, Namibia

TEACHERS INFORMATION AND COMMUNICATION TECHNOLOGY USAGE STATISTICS FORM

	INTERNET RESEARCH	MS OFFICE(WORD,EXCEL, PUBLISHER) ETC	EDUCATIONAL GAMES	E-LEARNING TOOL KIT	ANY OTHER/SPECIFY
DAY 1 .../.../...					
DAY 2 .../.../...					
DAY 3 .../.../...					
DAY 4 .../.../...					
DAY 5 .../.../...					
TOTAL					

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Private Bag 13186, Windhoek, Namibia

TEACHERS INFORMATION AND COMMUNICATION TECHNOLOGY USAGE STATISTICS FORM

	INTERNET RESEARCH	MS OFFICE(WORD,EXCEL, PUBLISHER) ETC	EDUCATIONAL GAMES	E-LEARNING TOOL KIT	ANY OTHER/SPECIFY
WEEK 1 …../…..…/…..					
WEEK 2 …../…..…/…..					
WEEK 3 …..…/…..…/…..					
WEEK 4 …../…..…/…..					
WEEK 5 …..…/…..…/…..					
TOTAL					

NB: Please note that two forms must be submitted to the ELS i.e. teachers usage and learners usage.

Annex 6: School Library Plan Sample - Windhoek High School
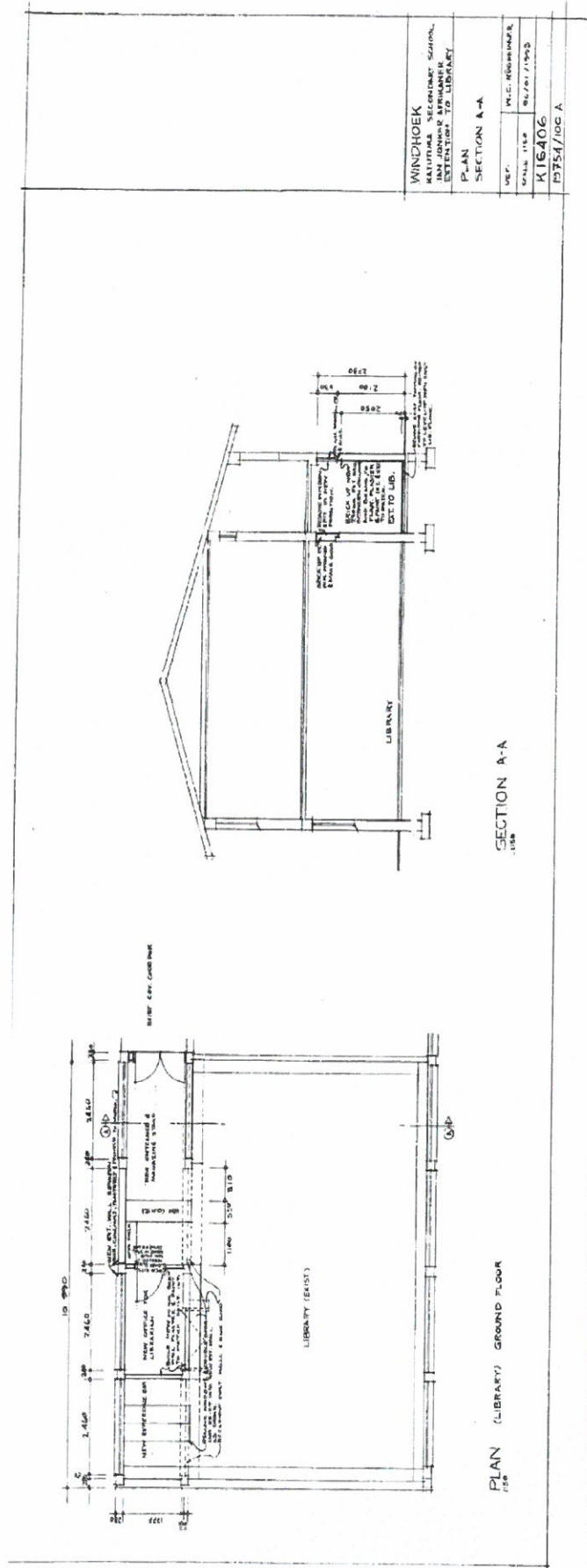
Annex 7a: School Library Plan Sample – Concordia College

Annex 7b: School Library Plan Sample – Concordia College
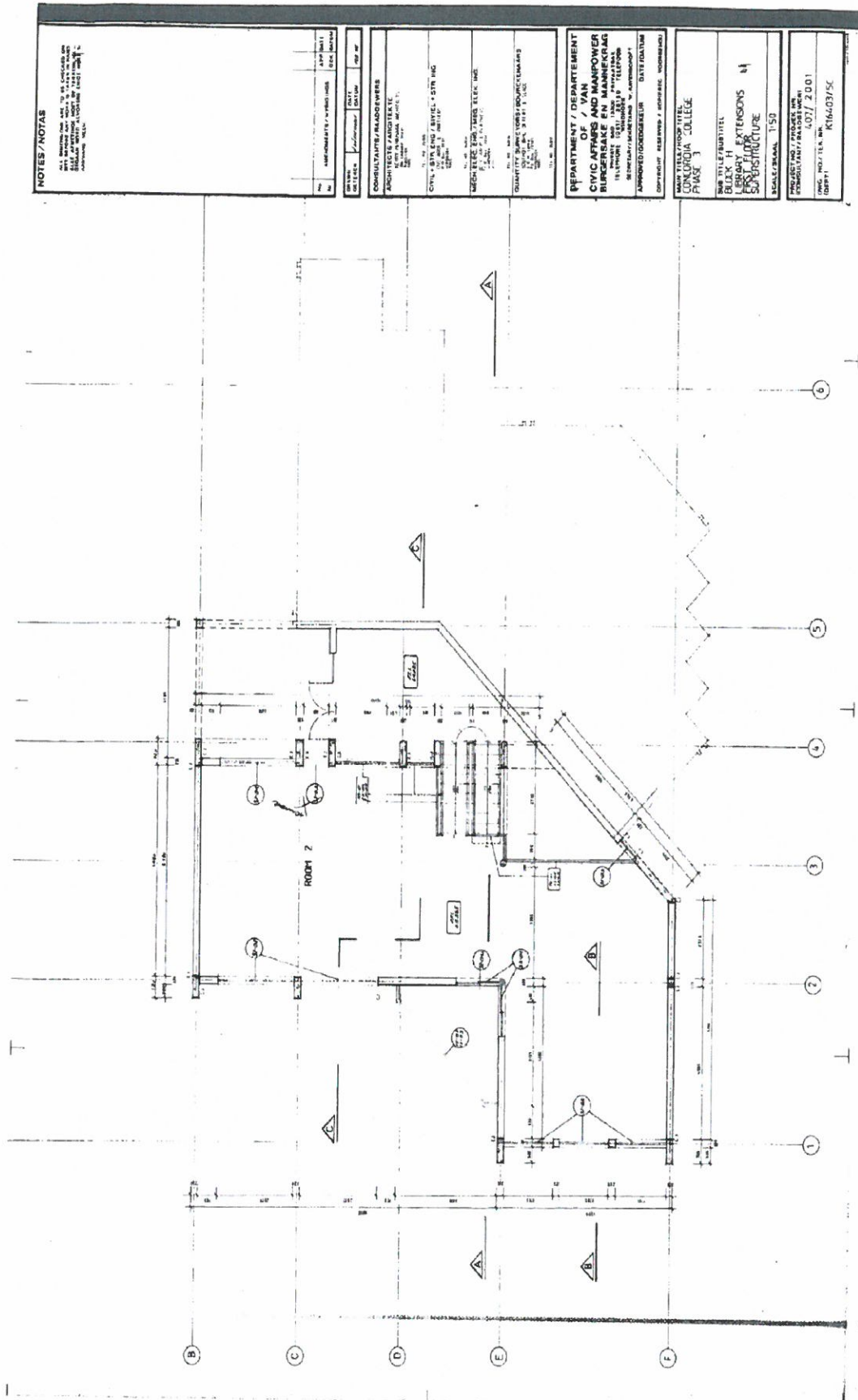
ANNEX 8: School Library Plan Sample: Jan Jonker Afrikaner Secondary School

Preferably for primary schools

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Private Bag 13186, Windhoek

Tel: (061) 2935280
Fax: (061) 2935281
Enquiries: Ms. M. Ndala
Email: mazinza38@gmail.com
Our Ref: 16/2/4/4

TO: THE CHIEF REGIONAL OFFICER
REGIONAL DIRECTORS OF EDUCATION
DEPUTY DIRECTORS FOR LIFELONG LEARNING
SUBJECT ADVISORS FOR LANGUAGES
SCHOOL PRINCIPALS

CIRCULAR: READING PERIOD 1/2017

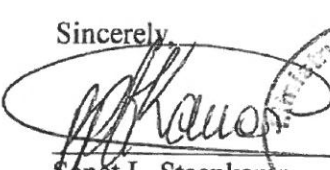**SUBJECT: ENFORCEMENT OF CIRCULAR NO. READING PERIOD 1/2017**

1. GENERAL REMARKS

1.1 The Ministry of Education, Arts and Culture introduced a reading period via the revised curriculum for Basic Education.

1.2 The Directorate Namibia Library and Archives Service (NLAS) launched the Read Namibia Campaign in September 2015 in Ohangwena Region with the aim to raise the school children's reading levels and to cultivate a reading culture in schools. The reading campaign will run for eight (8) years (2015-2022) targeting learners from pre-primary to Grade 12.

1.3 The activities plan is attached to this circular and should be used as a National tool to implement the reading period as prescribed in the revised curriculum.

1.4 The reading activities plan is crafted in such a way that it is integrated with the existing programmes and reading projects. Therefore, it is forwarded to the regions for implementation in all schools in the country in order to create a sustainable reading culture.

1.5 The Readathon Guide which was published and sent to schools in 2016 as a model of key activities for the Read Namibia Campaign to uplift the reading period as set aside by the MOEAC. Schools are therefore encouraged to put the guide in use on a weekly basis for reading activities, celebrating

reading/literacy days, assessment of learners' abilities for reporting and rewarding them for their participation.
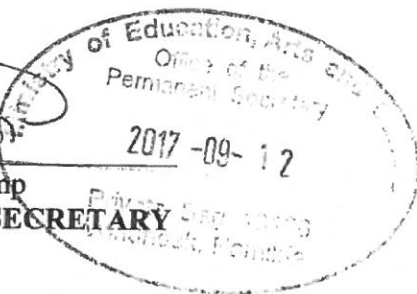
1.6 School library resources provided to those schools with relevant facilities should be used effectively to encourage learners to read independently.

Thank you for your usual cooperation.

Sincerely,

Sanet L. Steenkamp

PERMANENT SECRETARY

READ NAMIBIA: READING CALENDAR FOR THE READING PERIOD

Librarians and teachers should make use of the Readathon Guide as it has all the key activities that can be done during the Reading period. Below is a Reading calendar of activities that can be followed for the Reading period to be more fun and enjoyable.

JANUARY

THEME: READY TO READ

"The journey of a lifetime starts with the turning of a page."

Rachel Anders

Suggested Activities

- Select and inaugurate learners in your class that will help out during the reading period.
- Establish reading clubs
- Compile reading and writing journal for learners
- Read on food and nutrition
- Read and discuss about Thanksgiving – new year

FEBRUARY

THEME: READING ROCKS!

"Reading is a basic tool in the living of a god life"

Martimer Adler

World Read Aloud Day February 1

Valentine's Day February 14

International Mother Language Day February 21

Suggested Activities

- Have activities such as drama, plays, and poems to celebrate Valentine's Day.
- Celebrate International Mother Language Day by promoting people's uniqueness and cultural diversity by highlighting their mother tongue.
- This activity can be done the whole month whereby teachers can have days when they read or share about the different languages in Namibia and beyond: the importance of mother tongue. Celebrations should be done on the day or Friday of that week.
- Read a book written in your mother tongue
- Launch the reading clubs established in January
- Have Read Aloud sessions in your class.

MARCH

"Once you learn how to read, you'll be forever free."

Frederick Douglas

THEME: CELEBRATING OUR FREEDOM

Independence Day March 21

Insects

Suggested Activities

- Read stories about how Namibia became independent.
- Share and discuss newspaper inserts that talk about Independence
- Watch videos that segment the history of Namibia
- Research on the different insects that are found in Namibia

APRIL

THEME: I LOVE TO READ

"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

International Mother Earth Day April 22

World Book Day April 23

Easter Days: Good Friday, Easter Monday

Suggested Activities

- Learners to read a book of their choice in celebration of the World Book Day/ World Earth Day
- Have learners design posters about Earth Day
- Have a Learner to read aloud to other learners during the reading period.

MAY

"If you are going to get anywhere in life you have to read a lot of books."

Roald Dahl

THEME: AFRICA READS
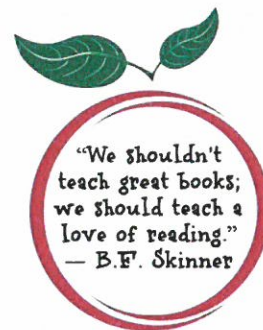
Cassinga Day May 04

Africa Day May 25

Ascension Day May 25

Mother's Day

Suggested Activities

- Research on African countries and share the information with others.
- Reminisce and learn about Cassinga Day
- Research on what Africa Day is all about.
- Have reading activities about Mother's Day
- Generate reading lists to encourage reading interests.

JUNE

THEME: READING IS FUN

Day of the African Child June 16

Father's Day

Safety Day

Suggested Activities

- Read and discuss a book on a proposed theme
- Research on the June 16 Day
- Have reading activities about Father's Day
- Read on road safety, online safety etc.
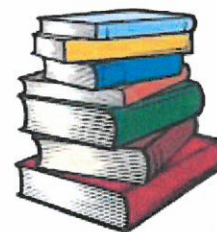- Award best readers

JULY

"The more that you read the more things you will know the more that you learn the more places you'll go."

Dr Seuss

THEME: BREAKING LIMITATIONS

Suggested Activities

- Read books about phenomenal people who devoted their lives to the service of humanity
- Host book talks.
- Read about Namibia's game parks, animals, rivers, trees and the sea.

AUGUST

Be Awesome, Be a Book nut.

Dr. Seuss

THEME: READING OUR LEGACY

National Women's Day August 09

Heroes Day August 26

Veterans Day

Suggested Activities

- Read a biography of a woman
- Invite a woman author
- Monitor the reading clubs
- Conduct reading activities about the Namibian Heroes
- Read about Heroes Day
- Read about Veterans Day

A room
without books
is like a body
without a soul.
— Marcus Tullius Cicero

SEPTEMBER

THEME: READ NAMIBIA

Literacy International Day September 08

National Readathon week (last week of September)

Day of the Namibian Child September 28

Children's Book Week

Suggested Activities

- Read books and /or materials according to the theme of the year
- Conduct activities that foster a love of reading
- Celebrate the rights of the Namibian Child
- Celebrate reading
- Read for the record, contest
- Friendship

OCTOBER

THEME: SCHOOL LIBRARY, OUR TREASURE

International School Library Month

Arbor Day October 13

Media and Information Literacy Week

Suggested Activities

- Role playing
- Research on the importance of a school library
- Read about trees and nature
- Research on online safety – social media, Internet, computers and cyberspace
- Watch videos on media and information literacy
- Read and discuss about the different types of spiders

NOVEMBER

THEME: KNOWLEDGE IS POWER

Libraries and information centres

World Aids Day December 01

International Human Rights Day December 10

Suggested Activities

- Read about the types of libraries in Namibia
- Research and read about HIV/AIDS,
- Learn about the risks, dangers and solutions to cyberbullying, hate speech, plagiarism, copyright, and more about online safety.
- Read about the National Museum of Namibia
- Read about the National Art Gallery
- Read for pleasure, award the best readers

    Due to the holidays, celebrate these December calendar days in November

Annex 10: Generic Collection Development Policy (CDP) Guidelines

Collection Development Policy Overview

The mission of the school library is to support the informational and recreational reading needs of all users. To accomplish this mission, the Librarian/Library Teacher has several responsibilities for establishing and maintaining the library's resource collection by:

- Providing resources in multiple formats that are aligned with the instructional program of the school,

- Providing resources that encourage and facilitate recreational reading by learners and school staff, and

- Providing professional resources that facilitate the personal professional development of the teachers.

Establishing a quality, usable collection requires a valid, viable, and current collection development policy, which is flexible enough to meet the ever-changing needs of the library and the school's instructional program.

Collection development means that the needs of all users are considered when materials are added to, or weeded from, the resource collection. The school library resource collection should be a reflection of the learning community as dictated by the school's instructional program, the school's emphasis on recreational reading, and the school's emphasis on teacher professional development.

Collection development is a dynamic process, and the policy should be reviewed annually and revised as necessary. To ensure their support for the library media program, all members of the learning community— learners, teachers, support staff, administrators, and parents—should be aware of the policy and procedures for updating the library resource collection.

The CDP should be specific and should include, at a minimum, the following elements;

- A description of the collection;
- A statement detailing the criteria and responsibility for material selection.

- An explanation of the relationship of the school library to neighbouring school library, public libraries, and academic libraries.
- An explanation of the process for funding and budgeting.
- An explanation of the process for handling complaints and challenges to school library materials.
- An explanation of the process for acceptance of gifts/donations; and
- An explanation of the process for collection maintenance.

Other sections may be added as needed. The length of a CDP will vary, depending on the library itself. The amount of information included in each section may range from one sentence to one paragraph to multiple pages.

I. Basic Elements of the Collection Development Policy's Introduction

A. Statement of the School Library Mission

Design your own mission statement of the library and include it here. Also include the mission statement of the school.

B. Statement of the Library Goals

Design the goals of your school library and include them here.

C. Statement of the Purpose of the Collection Development Policy

The CDP should provide a framework for collection development decisions related to subject areas and library client groups relevant to the school's user community.

D. Description of the Learning Community

Include in this description the grades served by the school, the size of learner body, the number of teachers, and support staff, any special classes.

Any unique or distinguishing characteristics of the school, learner population, or surrounding community should be added here.

E. Description of the Needs of the Users

The description should contain:

- The implemented curriculum at your school.
- how you keep abreast with the school's implemented curriculum and any curriculum changes, for example, the Reading Period.
- The school-wide reading program and the way the school library is involved in that reading program. Include any forms, surveys, questionnaires used to solicit information from the learners regarding their recreational reading interests and needs.
- The professional development needs of the teachers. Include any forms, surveys, or questionnaires used to collect this information from the teachers. Include here also a description of how the library resource collection helps teachers meet their professional development needs.

F. Description of the Collection

Describe the collection in terms of age, size, formats (e.g., e-books, books on tape, large print books, foreign language books, paperback books, videotapes, DVDs, CDs, CD-ROMs, periodicals), arrangement e.g. DDC and criteria used to ensure that the collection supports the curriculum.

If the collection includes classroom sets of books, give a full description of the criteria and the rationale used for including classroom instructional materials in the school library resource collection. Indicate the mode of acquisition in the Accession Register.

Information put here will be both quantitative and qualitative in nature.

G. Explanation of Interlibrary Cooperation

The policy should state whether the school library will participate in any interlibrary loan partnerships, describe how resources are shared between and among libraries (school, public, and academic).

II. Description of the collection

A. Subject Areas

Identify the specific subject areas in the library's collection.

The detail of this section will depend on the size of the library and the needs of its users. Subject-area information can be presented by Dewey categories (e.g., 000s, 100s, 200s, and 300s).

B. Present Collection Levels

Referring to the Dewey decimal categories identified in item A, above, add here:

- a brief description of the current collection for the particular subject. This description should contain all formats available in the school library resource collection.
- a description of the strengths and weaknesses of the collection for each subject area. (for example, currency, relevance, levels, is the collection dominant in fiction but weak in non-fiction)

C. Acquisition Goals

Using the Dewey categories identified in item A, above, describe the needs and goals for updating each particular section. Include here a prioritized list of the sections of the collection that need attention.

D. Special Collections

Describe any subject areas or format collections that form a unique part of the library resource collection. Examples are a local history collection, a slide collection, video-tapes, DVDs, CDs, e-books, and any special group of materials that do not circulate.

Also incorporate here a description of materials that are housed in a location other than the library. Examples are those resources that are on permanent loan to a specific classroom or to a specific teacher or administrator.

III. General Policy Statements on Procedures

A. Selection of Materials

The librarian, teachers, learners and school library committee should give input towards the user needs assessment to be forwarded to the Senior School Librarian/Chief Librarian in the Region. The criteria should be clearly stated and a copy of any forms, surveys, and/or questionnaires should be obtained from the Regional Office.

B. Weeding the Collection

Weeding is the systematic removal of old, obsolete, worn, irreparable materials from the school library resource collection. Materials deemed too old for the school library resource collection are too old for classroom libraries and other school uses and should be discarded as per the guidelines in the Manual for the management of School Libraries in Namibia, p. 16 -17.

The policy must include when, why, and by what criteria are materials weeded, discarded, and withdrawn from the library resource collection as well as rebinding, repairs, and replacements.

C. Gifts and Donations

The procedure for accepting gifts and donations and the criteria used to decide what is added to the collection from the donations received as stipulated in the Guidelines for School Principals, p. 133 should be added here.

D. Missing, Lost, and Damaged Materials

The policy must clearly state that all missing, lost and damaged materials should be replaced. All items must be marked as lost or missing in the library database and Accession register.

E. Funding and Budgeting

Give a full explanation of all funding sources (e.g., amount allocated to school library by the School development fund, fundraising activities or any other grants.). The school library committee should provide budget requests from the library.

F. Duplication

Duplication of content should be minimized to avoid infringing copyright legislation, for example, it is not allowed to copy the whole book.

IV. Explanation of Development Policy Implementation, Review, and Revision

This is a description of the review process that is, who, when the collection development policy will be processed.

Include here a list of persons, by title or job responsibilities, to be involved in the review process. If the school library committee will be the reviewers, it is not necessary to state the specific names of the committee members, just the offices/positions that each member represents (e.g., principal, Grade 5 teacher).

The final section of the policy statement should show the date the policy was approved and the names and signatures of the persons charged with the responsibility of reviewing and revising the collection development policy. The action to adopt the new collection development policy, or the revision of an existing policy, should be noted in the minutes of an official meeting.

Appendix A: Guidelines on Weeding

Why Weed

   i.   To remove outdated, obsolete items and make room for newer more valuable items
   ii.   To make the library more user friendly
  iii.   To strengthen the collection in support of the classroom curriculum
  iv.   To remove the illusion of a well-rounded, well-stocked collection

How to Weed

   i.   Identify a target circulation date (e.g., two years, five years).
   ii.   Identify a target copyright date, either a general copyright date or dates specific to Dewey areas (e.g., Fiction, 20 years; 600s, 3 years).
  iii.   Pull materials for further evaluation.
  iv.   Identify other items that meet the subjective criteria (e.g., condition, format, content).
   v.   Include lead teachers, department chairs, and so forth, to evaluate the identified materials and assist in final determination.

What to Weed

Subjective Criteria

Physical Condition

   i.   Book covers torn—not repaired or not repaired appropriately.
   ii.   Pages torn.
  iii.   Ragged bindings, poorly repaired buildings.

Content

   i.   Out-of-date
   ii.   Trivial subject matter or approach to subject matter
  iii.   Inaccurate information (*Misinformation is worse than no information!*)
  iv.   Newer editions available
   v.   Not on a standards list
  vi.   Not circulated
 vii.   Not used for reference
viii.   Unneeded duplicate
  ix.   Biased, depicts inappropriate stereotypes
   x.   Interest or reading level inappropriate for student body

Objective criteria

   i.   Exceeds target copyright date
   ii.   Low circulation rate

Appendix B: General Review Sources

The following are many general review sources for a Librarian/Library Teacher to consult when selecting materials to be added to the collection.

Book Links magazine (online edition available at http://www.ala.org/BookLinks/)

Booklist magazine (online edition available at http://www.ala.org/ala/booklist/booklist.htm; "Reviews of the Month" version of *Booklist* magazine available online at http://www.ala.org/ala/booklist/reviewsofmonth/reviewsmonth.htm; searchable index to *Booklist* reviews from September 1, 2000, to the present available at http://www.ala.org/ala/booklist/booklistindexes/indexes.htm; annual indexes to the print version of *Booklist* also available at this URL)

English Journal (available for subscription at http://www.jstor.org/journals/00138274.html; current edition also available for browsing at this URL)

Horn Book Magazine (available for subscription at http://www.hbook.com; sample reviews from the latest issue also available at this URL)

Kliatt magazine (published in Wellesley, Massachusetts; subscription information available by phone at 781-237-7577 and by e-mail at kliatt@aol.com)

Library Journal (available by subscription, which is required for accessing the online edition at http://www.libraryjournal.com/)

Library Media Connection magazine (published by Linworth Publishing; featured articles online at http://www.linworth.com/lmc_article.html)

Reading Teacher magazine (published by the International Reading Association)

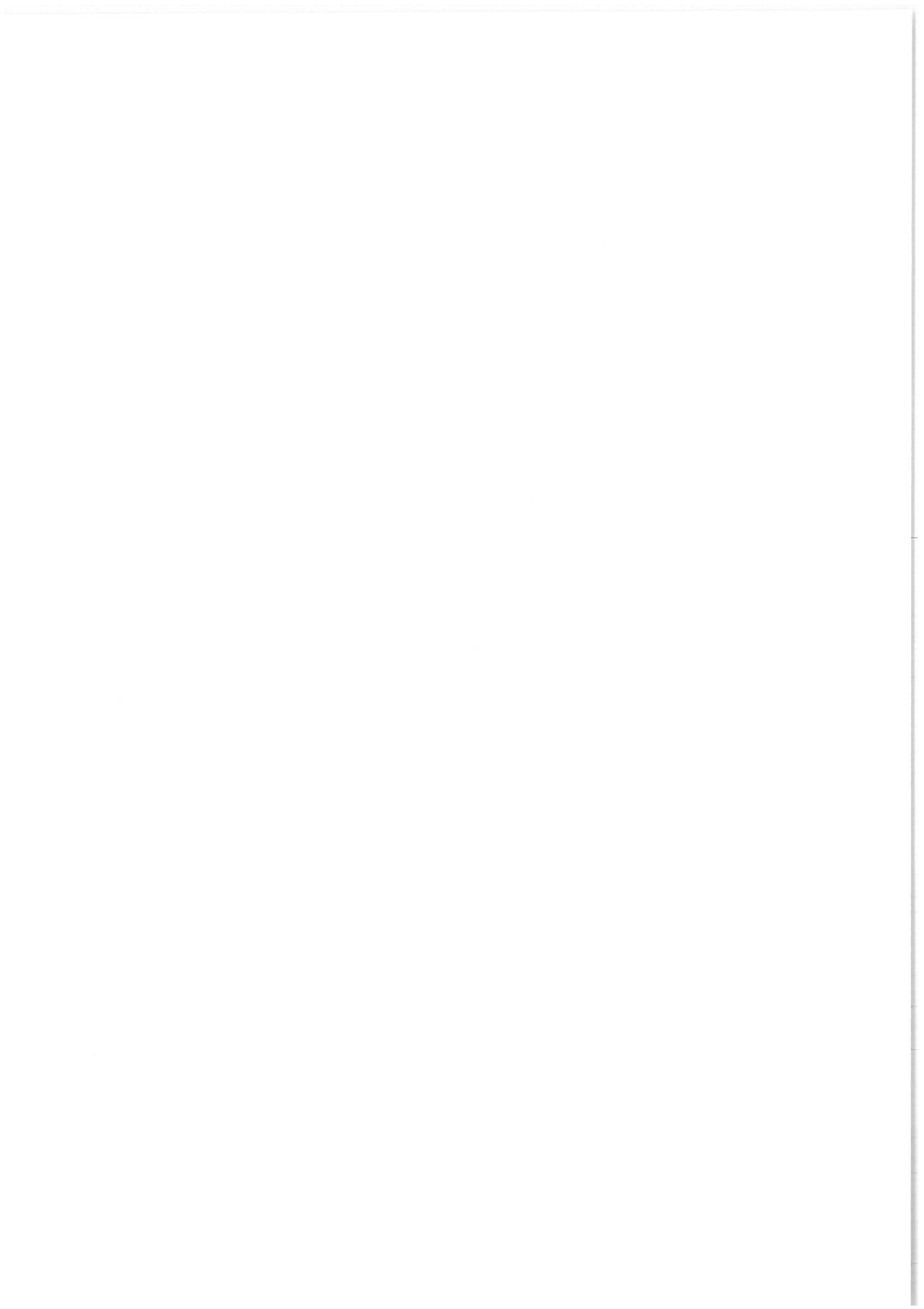*School Library Journal* (available for subscription at http://www.schoollibraryjournal.com/

Senior High School Library Catalog (published by H. W. Wilson; available in print or electronic format;

Subscription and ordering information online at http://www.hwwilson.com/print/srhscat.cfm)

Subject Guide to Children's Books in Print, 2 vols. (New York: R. R. Bowker, 2004)

"A room without books
is like
a body without a soul"

- Marcus Tullius Cicero

Ministry of Education, Arts & Culture

NLAS

Namibia Library & Archives Service