

JAMAFEST Symposium in Kampala 2017

THE 3^dEAST AFRICAN ARTS AND CULTURE FESTIVAL 2017 CULTURE AND THE CREATIVE INDUSTRY: THE ENGINE FOR UNITY AND EMPLOYMENT CREATION

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Theme VI: Fostering and Developing Languages for Regional Cultural Exchange and Integration

Development of Sustainable African Libraries as Centers of Literacy and Languages Development in Uganda and Ethiopia

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Abstract

The joint action research sets out to deepen knowledge and understanding of key issues in libraries as centers of literacy and languages development in Uganda and Ethiopia. The School Library (SL) and Community Library (CL) approaches have been used for more than two decades in Ethiopia and a decade in Uganda. But, their effectiveness and impact has not been researched. The need is to document the experiences of UgCLA in Uganda and CODE Ethiopia; and to analyse the lessons learned for possible replication in the African practices. In Uganda, we found community libraries and, in some instances, rural private primary school libraries as some of the most effective models for instilling a love of reading in children and their families. Joined together under Uganda Community Library Association (UgCLA), some of these libraries have received the support of Friends of African Village libraries to carry out their activities. They operate in spaces donated by individuals, schools and communities. The books procured from the local market, donated and sometimes supplied by national library of Uganda in conjunction with Book AID International are mostly in English. Reading materials in local languages are very scarce both in homes and community. The few that exist are in schools and even these are inadequate as they are used only during class time. The children and parents have no opportunity to read with their children and so the children have limited time to practice reading their mother tongue on their own outside the classroom. UgCLA has helped libraries in Busoga Cluster to gather, write and create books on the African Storybooks project where 24 out of 120 stories have been published. This experience is to being replicated into 17 other languages that constitute 75 % of the languages used in Uganda. Similarly, CODE Ethiopia (CE), working with government and school libraries has achieved the same goal of literacy development in rural and semi-urban communities. Since 1994, CE has established 97 community libraries in 97 different districts of the country. CE has a practical model of establishing and transferring the ownership of the libraries to respective communities and government organizations. However, it keeps supporting them whenever there is material, financial and technical support. CE is working with CODE and IREX/Beyond Access in new literacy development activities using tablets in the 'Hacking Literacy Approach' to create community libraries, develop supplementary materials, distribute readers for free, train librarians, book

developers and Library Management Committees and to acquire and distribute books obtained through donations and local purchase. CE also holds the Burt Award for African Young Adult Literature. The study is looking into ways of improving access to literacy materials to which the libraries have contributed but have no significant access. Mentoring of story writers and readers in content creation and establishing, strengthening and monitoring of reading clubs and literacy facilitators is on-going to hopefully impact positively on the availability and use of the literacy materials on the market. The study is documenting the stories of 12 selected libraries in Uganda and Ethiopia and the library activities put in place.

Key words: Action Research, Community Library, School Library, Literacy, Mentorship

Sponsors: Neil Butcher and Associates

Paper

Development of Sustainable African Libraries as Centers of Literacy and languages Development in Uganda and Ethiopia

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Introduction

The joint action research sets out to deepen knowledge and understanding of key issues in libraries as centers of literacy development in Uganda and Ethiopia. The School Library (SL) and Community Library (CL) approaches have been used for more than two decades in Ethiopia and a decade in Uganda. But, their effectiveness and impact has not been researched. The need is to document the experiences of UgCLA in Uganda and CODE Ethiopia; and to analyse the lessons learned for possible replication in the African practices.

- **Background**
- **The Theme of the 4th Annual Meeting held at Nambi was Libraries for Language.**
- **A pilot with 12 libraries in Eastern Library Cluster: (Lusoga, Lusamya, Luganda).**
- **Created over 200 draft stories, edited 120, submitted 40 to SAIDE**
- **12:12 have been published in Lusoga:English**
- **Problem: Low levels of literacy among children and adults.**
- **Scope: Create stories to read, write, listen to and speak about. MT helps one to get better in other languages and subjects.**
- **Methodology: Involve everyone whether they are young or old, competent or not.**

Why involve the beneficiaries?

- **Both top-down and bottom-up approaches.**
- **Because**
 - **Libraries are the third safest places in schools and the first in communities.**
 - **Involving the library users builds more love and trust.**
 - **Are parents with access to hand phones, tablets, desk computers, laptops, internet, ... folktales happy to get involved by letting their children use?**

- **Process:** Invited 02 participants from each 12 libraries, held two 2-day residential writing workshops in Vocational Center in Njeru, CDC Masese in Jinja and Alice Muloki Library in Bugembe
 - Followed up on writers by phone, email, library
 - Wrote in L1 & translated and edited the stories.
- **Findings:** Great writing, story telling & reading potential exists in our libraries. Yet to be tapped.
- **Results:** Over 200 stories were written in three months. 120 were edited & 40 submitted to ASb
- Cornelius Wambi Gulere, Mpolyabigere
- Tom Sabwa, CDC, Masese
- Michael Oguttu, Bugiri Community Library
- Peter Kisakye, Bugiri
- Isa Maganda, Nambi Sseppuya
- Alice Nakasango, Muloki Memorial
- Joshua Waako, CDC Masese
- Mary Nabire, CDC Masese
- Tessa Welch, SAIDE
- Omusaadha Omuleeyi Einho - A Very Tall Man – (39)
- Okukina - Dancing – (7)
- Jaaka Omuvubi - Jaaka the Fisherman – (9)
- Amaka Gange Ni Nze - My Family and I – (22)
- Ensolimo - The Rat – (8)
- Lwaki Yayeri Muzira Why is Yayeri Great - (8)
- Byantaka Ne ensaka Enfu - Byantaka and the Dead Pot – (6)
- Wambuzi Isabazinga Omufere - Goat the False King – (4)
- Okunoonia Zaabu - Looking for Gold – (1)
- Igi Iya Mwandu - An Egg for Bride wealth – (15)(120)

Objectives

The study is looking into ways of improving access to local languages literacy materials to which the libraries have contributed but have no significant access. Mentoring of story writers and readers in content creation and establishing, strengthening and monitoring of reading clubs and literacy facilitators is on-going to hopefully impact positively on the availability and use of the literacy materials on the market. The study is documenting the stories of 12 selected libraries in Uganda and Ethiopia and the library activities put in place.

Methodology

TIMELINE

UgCLA-ASb project with primary schools.

End July 2017 Survey libraries represented at UgCLA Annual Conference.

Oct-Nov 2017 UgCLA staff / board members visit selected libraries.

Nov 2017 Training workshop # 1.

Nov 2017-Dec 2017 Library managers and teachers compile lists of stories to translate.

Jan 2018 UgCLA staff download and photocopy listed stories.

End Jan 2018 Training workshop # 2.

Feb-Apr 2018 Translation work in libraries.

Apr 2018 Training workshop # 3.

Apr-June 2018 Collection and writing down of stories in children's mother tongues.

End June 2018 Training workshop # 4.

July 2018 UgCLA downloads and makes copies of stories posted by participating libraries.

End July 2018 UgCLA Annual Conference.

Thanks for getting back to me so quickly. The six libraries are:

Library	Person respons	Tel.	email	Language 1	Language 2	Oth lang
Abele Info Ctr Cmty Lib	Draru Margaret	0782 324 667	draru.margaret@gmail.com	Kakwa	English	Lugbara
Bundibugyo CL	Baluku Morris	0786 429 023	balukumorris2@gmail.com	English	Lukonzo	Lubirisi
Global Age Platform	Agwaru Joseph	0787 169 945	josephagwaru@gmail.com ; gapuganda.org@gmail.com	Ateso	English	
Good Shepherd CL	Ruth Musoke	0772 635 106	musokeruth54@gmail.com	Runyoro/Rutooro	English	
Ordisef Info C CL	Isingoma John Patrick	0772 391 521/0701 391 521/0772 409 669	ordisef@gmail.com / johnordisef@gmail.com	Lukonzo	English	Rutoro
The Six CL Services	Mugisha George	0784 762 531	the6communitylibraryservices@gmail.com	Samia	English	Ateso, L

Sorry, this information hasn't copied well from my Excel sheet, so I'm attaching again the whole summary of the survey findings. I've now added a second sheet to it in which I've picked out the primary school project libraries.

I have not included the women in this proposal since in none of the local languages used by these libraries are there enough stories for that kind of project to work; the aim of this project is to produce more stories in these libraries' languages, first, by translation, and second, by collection, oral telling, and writing down. Of course, there will be incidental benefits, such as improvements in the children's literacy skills in both their mother tongue and in English, and we expect the children to get stories from the older women, especially, in their households.

Are you happy with the numbers I suggest? Namely:

- 6 library-primary school partnerships.
- 20 P3 children to work in each library.
- Project to be carried out over 2 10-week long sessions.
- Librarian, children, and teacher to meet twice a week during these sessions.
- Each library to be visited once in each session and once before the project starts by an UgCLA staff or Board member.
- 4 workshops to be held, 1 at the beginning of the project, 1 before the 1st session, 1 before the 2nd session, and 1 at the end.

Do you think the timeline will work? Can we manage it?

I'm now working on the budget, for which I'm using the quotation Tessa sent me but shall also have to consult Brenda. I hope to get both a super printer and an assistant to run it for UgCLA — in addition to having our conference covered. It may add up to too much money, I'm afraid. I'll send you the draft when I've finished it.

I know you haven't had much time to look at the material, so if you think of any new comment or concern, please let me know.

Kate

Uganda Christian University will present the 20 graduate students' posters explaining their research findings. The undergraduate students will present 80 Children's books in 12 Ugandan native languages.

Uganda Community Libraries Association will show case the Africanstorybook project whereby 12 Children's books created by 10 community libraries will be exhibited.

Lusoga Language Academic Board will show case the process of promoting Lusoga in secondary schools curriculum. The ongoing process of introducing Lusoga subject at Kyambogo University will also be explained. The board will also exhibit the books written for adult readers in Lusoga.

I am keen to encourage all other universities, libraries and linguistic communities to intervene on local languages literacy in the region. For that matter, workshops for creating, reading, translating and on demand publishing will be offered.

We propose to bring our material to be able to show what our institutions have already done and are able to do.

Our activities are intended to integrate all native language in the development agenda.

Please receive the copy of my presentation at the 10th anniversary UgCLA AGM held at Kawempe Resource Center in Kampala. The report will follow. All I can say now is that the ASb was very well received. We created ten stories in ten languages. I have uploaded four or five and the others are being edited. The 30 plus participating libraries have all embraced the writing and reading program. The conference was dominated by ASb activities as you will read in the general report.

Annexure 1: Criteria for stories

Criteria for stories to be submitted

1. The story should appeal to children between the ages of 2 and 10 years of age.
2. The story should be narrative – not simply descriptive sentences about non-fiction topics.
3. The stories should be broken up into pages – with an indication of the illustration that might be suitable for each page.
4. The stories should be at either levels 1 (a few words per page), 2 (one or two sentences per page, or 3 (a paragraph of a few sentences).
5. The stories should be between 8 and 24 pages in length (divided into pages as specified in (4) above.
6. Each story is to be submitted typed as a word document, with the information below accompanying the story.

7. Each story should be accompanied by a page by page English translation/version of the story (see table below).

Language of story	Lusoga
Title of story	Bakalya Ira, Kaira Ira / What Goes Round Comes Around
Author/s	Nambi Sseppuuya Community Resource Centre
Illustrator/s	
Phone number of author/s	0701-479011/0700778625
Email address	nambisrc@namsepctr.org
Translator	Maganda Isa
Editor	Cornelius Gulere
Transcription	Isa Maganda
Place of residence of authors	Igombe

Pag e	Story in Lusoga	Story in English
1.	Agho olwatuuka, nga ghabaawo omukazi omukaire ni mwidhukuluwe. Omukaire ono yayendhanga inho mwidhukulu we. Yaamugha eigi nga ekilabo ati, "Olifunamu omwandu nga otuuse okufumbirwa."	Once upon a time, there was an old woman with her grandson. The grandmother loved her grandson very much. She gave him an egg as a gift that, "You will get from it bride price for your marriage when you are of age."
2.	Omuwidhukulu bwe yali agolola yayaganana na abakubi be mbafu. Bamusaba eigi. Balikubisa embafu.	As the grandson was leaving, he met the blackberry gatherers. They asked him for the egg. They used it to beat at the berries. And it broke.

	Era lyayatika.	
3.	Omulenzi yabakoba ati, “E...E...E! Mwekolereire. Eigi ti lyali lyange lyali lya dhaadha. dhaadha ti yampa busa, yampa kufunamu mwandu.	The boy told them that, “E...!E...!E...! You’ve done it yourselves. The egg was not mine, It was for my grandmother. Grandma did not give it to me for nothing, She gave me to obtain bride wealth.
4.	Abembafu baamuwaamu oluti olukuba embafu. Era yatambula yaagya.	The berry gatherers in exchange gave him their stick for bringing down the berries. And he moved off.
5.	Kabili yayaganana na bazimbi nga bazimba nhumba. Begomba olutilwe. Baamusaba oluti baluzimbise. Yaabagha. Era baalumenhamu.	Again he met with builders building a house. They admired his stick. They asked him for the stick so they could use it to construct the house. And they broke it into pieces.
6.	Yaakoba abazimbi ati, “Hee... Hee... Hee... Mwekolerere. Olwiigo ti lwali lwange Lwali lwa bambafu, ate ti bampa buusa, bampa mu igi lyange, Eigi ti lyali lyange lyali lya dhaadha, dhaadha ti yampa buusa yampa kufuna mwandu.	He told the builders that, “Hee...! Hee...! Hee...! You’ve done it yourselves. The stick was not mine It was for the berry gatherers. And they didn’t give me for nothing. They gave me in place of my egg. The egg was not mine, It was for my grandmother. Grandma did not give it to me for nothing, She gave me to obtain bride wealth.
7.	Abazimbi baakoba, “tumukolere ki?” Baamuwamu ekinwa ky’esuubi Ly’okuserekesa.	The builders said, “What shall we do for him?” They gave him a bundle of grass for thatching.
8.	Yaagya yayagaana owe ente. Owe ente yaamusaba eisubi. Yaaligha enteye. Ly’onalalyona yaalilya.	He went and found one with a cow. The owner of the cow asked for the grass. He gave it to his cow. It ate up all of it.

9.	<p>Yaakoba ow'ente ati, "HEE... HEE... wekolerere!"</p> <p>Eisubi ti lyali lyange Lyali lya bazimbi. Abazimbi tibampa busa Bamenha oluti lwange. Oluli ti lwali lwange Lwali lwa ba mbafu, ate ti bampa buusa, bampa mu igi lyange, Eigi ti lyali lyange lyali lya dhaadha, dhaadha ti yampa buusa yampa kufuna mwandu. Omwa ayiya muwamu ente era yatambula yagolola,</p>	<p>He told the owner of the cow that, "Hee..! Hee..! Hee..! You've done it yourselves.</p> <p>The grass was not mine It was for the builders. The builders did not give me for nothing. They broke my stick. The stick was not mine It was for the berry gatherers. And they didn't give me for nothing. They gave me in place of my egg. The egg was not mine, It was for my grandmother. Grandma did not give it to me for nothing, She gave me to obtain bride wealth.</p>
10.	<p>Bwa aba agolola, yayaganana no mukolo gw'obugole. Boona baamusaba ente ye. Yaagibagha. Era baagisala baagilya.</p>	<p>As he was going away, he came across a marriage ceremony. They also asked him for his cow. He gave it to them. And slaughtered it and ate it.</p>
11.	<p>Olwamala yatandiika okulira, bwa koba ati, "HEE... mwekolereire. Ente ti yali yange, yali ya mwayi. Omwayi ti yampa busa yampa mu isuubi ilyange.</p>	<p>After wards, he started crying, saying "Hee..! Hee..! Hee..! You've done it yourselves.</p> <p>The cow was not mine, It was for the herdsman. The herdsman did not give me for free, He gave in place of my grass.</p>
12.	<p>Esuubi ti lyali lyange, lyali lya muzimbi. Omuzimbi ti yampa busa yampa mu luti lwange.</p>	<p>The grass was not mine It was for the builders. The builders did not give me for nothing. They broke my stick.</p>
13.	<p>Olwigo ti lwali lwange lwali lwa Bambafu. Abe mbafu ti bampa buusa Bampa mu igi lyange.</p>	<p>The stick was not mine It was for the berry gatherers. And they didn't give me for nothing, They gave me in place of my egg.</p>

14.	Eigi ti lyali lyange lyali dhaadha. Dhaadha ti yampa buusa yampa kufuna mwandu.	The egg was not mine, It was for my grandmother. Grandma did not give it to me for nothing, She gave me to obtain bride wealth.
15.	Baakoba bati, "Tuzira kya kukolera. Katughe bwa Mugole ono otwaale. " Agho lwatuukirira olugero olukoba luti, "okalya ira kairaira!"	They said that, "We have nothing to do for you. Let us just give you this bride for you to take." Then the proverb saying that, "what goes round comes around" to come true."

Preliminary Findings

LIBRARIES FOR LANGUAGES 2013 UgCLA-African Storybook Project Jinja Cluster Story Development and Editorial Team 2013-2014

1.	Adult Education Centre	Njeru, Jinja District	Robert Nsubuga Jjuuko Robert	P.O. Box 2056, Jinja	info@adultslearnuganda.org nsu_robert@yahoo.co.uk	0752 511 348 0772 403 281
2.	Bugiri Community Library	Bugiri, Jinja- Tororo road, Bugiri District	David Bwire Michael Oguttu	P.O. Box 77, Bugiri	bugiricomu.lib@gmail.com micoguttu@yahoo.com	0754 046 201 0779 083 687
3.	Bugubo Resource Centre	Bugiri, Jinja- Tororo road, Bugiri District	Charles Lugendo Mukama Moses	P.O. Box 23821 Kampala	charles_lugendo@yahoo.com mukama@gmail.com	0772 502 079 0782 930 233
4.	Bunawenhi Community Library	Makuutu Sub- County, 18 miles south of Iganga, Iganga District	J.W. Waibi-Walubi Deborah Waibi Mwebaza Charity	P.O. Box 72657 Kampala	wwwwaibi@yahoo.com debwaibi@yahoo.com	0778 232 239 0775 964 191 0703 825 593
5.1	Busolwe Public Library	Busolwe, nr. Tororo, Butaleja District	Gershom Hirome Mayende Yonasani Ivan Kaibo	P.O. Box 1213, Mbale	hiromegershom@yahoo.com kaiboivan@yahoo.com	0752 503 584 0752 503 584 0774 758 819
6.	Kagama International Tertiary Youth Foundation Library	Jinja District, Buwenge sub- county	I M Kirunda Kiveigombe	P.O. box 4832 Buwenge	kagomainternationaltertiaryyf@gmail.com	0782 377 968
7.	Kasozzi Primary School Community Library	On road to Namasagali, Kamuli District	Wilber Mugolo Michael Mwase	P.O. Box 275, Kamuli	wmugolo@yahoo.com	0776445466 0752 454 998

8.	Masese Child Development Centre	Welukuba Deliverance Church, Jinja	Tigawalana Moses Mary Alice Nabwire Tom Wakabi	P.O. Box 5086, Jinja	mosestiga@gmail.com	0753 777 334 0776 144 000
9. 2	Mpolyabigere Community Library - Kidiki (relocated)	Kidiki Village Namwendwa. Kamuli District	Joseph Waibi Joshua Kisambira Deputy Kidiki Librarian Kidiki	P.O Box	maria_nabire@yahoo.com gulerefoundation@gmail.com , josephwaibi@yahoo.com	0783 388 464 0717 757 435 0772 876 010 0752 031 273 0776 877 611
10. 3	Nambi Sseppuuya Community Resource Centre	Igombe village, Buwenge, Kagoma, Jinja District	Justin Kiyimba Isa Maganda	P.O. Box 1040, Jinja	maganda.isa@gmail.com , justin_kiyimba@hotmail.com	0772 470911 0779 126 755 0700 778 625
11.	UDS Community Library	Plot 6. Crawford Road Next to Water Supply Kamuli town, Kamuli District	Namukoye G	P.O. Box 389, Kamuli	udsproj@ugandadev.org	0785 367665 0775 353827 0772 957781

These were the actual libraries and individual participants No

	Library	Physical Address	Person(s) Responsible	Postal Address	Email	Telephone
1. 4	Adult Education Centre - Njeru	Njeru, Buikwe District	Robert Nsubuga Jjuuko Robert	P.O. Box 2056, Jinja	info@adultslearnuganda.org nsu_robert@yahoo.co.uk	0751599801
2.	Bugiri Community Library - Bugiri	Bugiri, Jinja-Tororo road, Bugiri District	Michael Oguttu	P.O. Box 77, Bugiri	bugiricomu.lib@gmail.com micoguttu@yahoo.com	0701 781 321 0779 083 687
3. 5	Masese Child Development Centre - Jinja	Walukuba Deliverance Church, Jinja Municipality	Tigawalana Moses Maria Nabire	P.O. Box 5086, Jinja	mosestiga@gmail.com maria_nabire@yahoo.com gulerefoundation@gmail.com	0753 777 334 0717 757 435
	Mpolyabigere Community	Kidiki Village Namwendwa	Julius Ntuuyo Godfrey	P.O Box 384 Kamuli		0785 134 479

4. 6	Library - Kidiki	. Kamuli District	kitonto Alex Wanzu		ation@gmail.com, awanzu@gmail.com	0754 358 197 0759064726
5. 7	Mpolyabigere RC RICED Center - Kyamula	Salaama Munyonyo Rd - Kanisa Rd Rise Makindye Kampala District	Cornelius Gulere – Project Consultant	C/O Makerere University Literature Department P.O Box 7062 Kampala	gulerefoundation@gmail.com lusogalangac@gmail.com	0701 166 710 0712 530 512 0776 530 512
6.	Muwererevu Peter Monika Community Library - Bugiri	Muterere Town Board	Peter Muwerere	P.O. Box ..., Bugiri	Kisakyepeter6@gmail.com	0772 306 781 0787 500 340
7.	Nambi Sseppuuya Community Resource Centre - Igombe	Igombe village, Buwenge, Kagoma, Jinja District	Justin Kiyimba Isa Maganda	P.O. Box 1040, Jinja	maganda.isa@gmail.com, justin_kiyimba@hotmail.com	0772 470 911 0779 126 755 0700 778 625
8. 8	Inhebantu Alice Mulooki Memorial Library	Bugembe - jinja	Isaac Nyanja Bright Musubika	Bugembe Complex	awebwa@yahoo.com	0772442067

Data Collection, Consent and Data Analysis

Through FGD and analysis of available data bases, observation and audience-participation, the study team will probe and analyse how the following factors could lead to effective libraries. You are requested to consent to this study by signing below. All data will be treated with utmost confidentiality.

1. BACKGROUND TO THE PROJECT

The African Storybook Project intends to facilitate availability, access to, and use of sufficient good stories for early reading practice for African children ages 2 to 9. UgCLA, in its AGM at Mbale in January 2013 selected Libraries for Languages as its theme for this year. Each cluster of libraries was encouraged to develop good stories in their area local languages. The Jinja cluster was selected as the first to benefit from a funding collaboration between UgCLA and SAIDE who are funding the Storybook project. This proposal is for two workshops to explore ways of producing stories in community libraries.

2. TASKS

The consultant will work on the above project, to achieve the outcomes listed in section 3. To do this the consultant will:

1. **Activity 1:** Prepare for and conduct a workshop in September 2013 to introduce the African Storybook Project and stimulate story development for early reading in Lusoga and/or additional languages.
2. **Activity 2:** Prepare for and conduct a follow up workshop in November 2013 to edit and complete the stories.

The stories should be **at levels 1, 2, or 3** as per the attached criteria. The material submitted should be stories – either traditional folktales retold for early reading to children, or other stories that will appeal to children.

3. OUTCOMES

The consultant will be responsible for the following outcomes:

1. A workshop report, including number of participants, programme and set of workshop materials for each of the two workshops, sent to Tessa Welch and Juliet Tembe by email a week after conducting each of the workshops.
2. After the second workshop, between 30 and 40 stories for the African Storybook Project as per the attached guidelines in Annexure 1.

4. OWNERSHIP OF COPYRIGHT

The consultant and the authors/workshop participants understand that the stories and workshop material generated through the workshops, if published on the website of the African Storybook Project, will be released under a Creative Commons licence, allowing users to download, copy, translate or adapt the stories, illustrations and material, as long as the author/illustrator is credited.

If the authors/workshop participants use any copyrighted material belonging to publishers/authors, they undertake to get the necessary permissions and make the necessary payments for use of this material. Saide will not take responsibility for this.

Library	Language 1	Language 2	Oth langs	Preferred medium
Abele Info Ctr Cmty Lib	Kakwa	English	Lugbarati	Print
Access Knowledge Afr CL	Luganda	English		Print
BFFF CL	Luganda	English		Print
Bundibugyo CL	English	Lukonzo	Lubirisi	Website
Busolwe Pub L	Lunyole	English		Website
CFYDDI	Luganda			Print
CCF Bududa	Lumasaba	English		Print
DWW Children's RC	Lumasaba	English		website
Global Age Platform	Ateso	English		Print
Good Shepherd CL	Runyoro/Rutooro	English		Print
Ibanda CL	Runyankole	English		Print
Kambuga Nyaka BL	Runyankole	English		Website
Kitengesa CL	Luganda	English		Print
Kiwangala CL	Luganda	English		Print
Kutambaa Blue Lupin	Runyankore-Rukiga	English		Website
Marko Lukooka Memorial CL	Luganda	English		App
Mpolyabigere Kidiki	Lusoga	English		Print
Mukono Multipurpose Yth CL	Luganda	English		Print
Mummy Fndn CL	Luganda	English		Print
Nambi Sseppuuya CRC	Lusoga	English		Print
Namuwongo CL	Luganda	English		Print
Nyarushanje CL	Rukiga	English		Print
Ordisef Info C CL	Lukonzo	English	Rutoro	Any/website
Paidha CL Zombo	Aluri	English		Print
Pallisa Pub L	Ateso	Lugwere	English?	Print
Sarah Horowitz Memorial CL	English	Lumasaba	Luganda, Lugwere, Luo, Lusoga	Website
Sepi Mukombe Mpambara PL	Rukiga	English		Peint
The Six CL Services	Samia	English	Ateso, Luo	Website
Ug Devt Services	Lusoga	English	Luganda	Website

Red=recomm for wmn's gp proj

Green=recomm for pri schol proj

- **Children stories by children are effective.**
- **Involving parents in writing and reading impacts on love of reading.**
- **When adults and children read together there was family learning and bonding.**
- **Translating a book a day created more opportunities for reading and writing.**

- Child who read no less than one book a week loved to read more as a way of life.
- In your language clusters / pairs
 - Read a story from the site
 - What do you love about the story?
 - What don't you like about the story?
 - How could it be improved?
 - Select a story from the site
 - Translate into your language
 - What did you consider in your translation?
 - Select a story from the site
 - Adapt the story to your MT
 - Change the Level of the story
 - What did you consider in your adaptation?

Go to: www.africanstorybook.org

Click on READ

Select LANGUAGE and STORY and READ

Select MY SPACE

Register or Log in

Explore the PAGE

In the second phase questionnaires were conducted on 7 libraries: 1) The 6 Community Libraries, Busia – Mr Mugisha George (SL); the 6 communitylibraryservices@gmail.com

2) Global Age Platform (GAP), Soroti – Mr Joseph Ogwaru (SL); josephagwaru@gmail.com

3) Abele Information center Community Library, Koboko – Ms Draru Margaret (CL); draru.margaret@gmail.com

4) Ibanda Community Library, Ibanda – Mr Julius Tusiime (CL); ibandacommunitylibrary@gmail.com

5) Mpolyabigere Kidiki Community Library, Kamuli – Mr Joseph Waibi (SL); cg_urmpolyabigere@yahoo.com; josephwaibi@yahoo.com

6) St Mark Educational Center & Community Library, Kampala-Namungoona, Mr. Muwonge (CL); stmarklibraryug@gmail.com

7) Inhebantu Alice Muloki Memorial Library, Bugembe – Mr Innocent Waiguta (CL).

Dates: June-August 2017

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No Factors that could lead to effective libraries Findings from Community Libraries and School Libraries in UGANDA

Reading environment (briefly describe the reading environment – space, colour, size, lighting, aeration, furniture, access to books, proximity to readers, librarian/guide, materials like paper, scissors, crayons, pens, pencils, wall charts, displays (whose displays are on the wall?) Busia-enough reading space, natural light, 30 reader space, pens, colours, paper, and charts available, no electricity.

Ibanda- conducive but not enough space, some furniture, and few books donated and bought.

Koboko- small rented room, well aerated, no lighting, few furniture, few books yet many users, displays.

Serere- library room for books, reading space is outside, materials too few to be displayed on walls.

Kamuli – classroom and outside used for reading, colourful, no furniture, two shelves, users have access to books and toys, Book Aid and children's displays

Kampala-enough reading space, no seats, no shelves, many books donated, many users especially children.

Bugembe-very good, spacious, enough light, has librarian but few shelves and few seats.

Care and maintenance (what are the measures in place for care and maintenance of the books and library spaces? Who is in charge? What are the costs involved? What is the management structure? Who is in charge of what? Who owns the library -books, premises, land- and who is responsible for running and maintenance?) Busia-all books catalogued and shelved by subject, author, and reader. Shelves cleaned once a month. Librarians responsible for maintenance.

Ibanda-Has board of directors, librarian receives and records the books, shelves. No permanent premises / renting.

Koboko – initiator maintains the library, monthly rent, wages for staff; initiator is the chief manager then board then librarian and readers.

Serere- Librarian and library assistant, rules and regulations are in place, readers take care of the books, no costs involved since its within the school, librarian , readers, community and school management in charge, Parents and Teachers.

Kamuli – school management and library master together with classroom library prefects, costs borne by school directors and benefactors, owned by directors, donated by a family.

Kampala- church premises, formerly printer, books donated by families, volunteer caretakers.

Bugembe – library committee, cultural leadership, partnering with MTN.

Relevance of books (how relevant are the books – percentage of total collection – what do the parents, children say? Elaborate what it means for the readers for a book to be relevant and interesting. In what languages are the books – list some titles) Busia- foreign content, need local content for primary and secondary.

Ibanda- Majority of the books are relevant but some are written in very difficult English. Community demands for local language books and locally printed books.

Koboko-books relevant to national curriculum, like playing and reading, books with many illustrations, both in kakwa and English language.

Soroti-95%appreciate the books, children can read on their own, borrow to read and see pictures, Book in Ateso – “Aperodoin Eong Asion Ka Aiwadik” is read right from P.1 to P4; supplied by RTI

Kamuli-most are relevant 80% but few local language books.

Kampala-100% relevant books but reader interests vary. No local language books.

Bugembe-not certain how relevant the books are because most are in piles, one title of local language book “Idha Tusome”

Level of readers’ interest (what is the level of the readers’ interest to read, write, speak and listen? Do a practical assessment / use attendance register / one on one interactions) Busia - Primary, secondary and community.

Ibanda-readers are so interested in local language books, textbooks, atlases, and other relevant books.

Koboko-assessed in practical, attendance and one on one interactions.

Soroti-High level because of positive attitude; teachers and parents come to the library too.

Kamuli-primary school, secondary and teachers; attendance book

Kampala-mostly children; random reading; no register

Bugembe-children and out of school youth; register

Management of the reading space (how much space is available to the reader in and out of the room, what is the quality of the facilities / surface? Describe the reading space with pictures of readers.

What challenges do readers face? What are the readers' suggestions) Busia –space is available for both children and adults, directed by librarian.

Ibanda-reading space and relevancy of the books is a major challenge.

Koboko-8x5 meters un plastered room, users complain about its ugliness, suggest improvement of the room.

Soroti-space is available, under trees, mats, inside the room; pictures are key, few books, attitude, space, suggesting increasing books, chairs.

Kamuli- books on two huge shelves, floor with carpet; in classes there is a library corner, secondary section has a book store.

Kampala-the room is big enough as it replaces an earlier practice of reading from a car boot; modifications yet to be made.

Bugembe-the space is big but not well utilized. Part of it has computers.

Book acquisition and shelving (how are books shelved, accessioned, arranged, acquired)

Busia –books arranged by subject, author, adult and children.

Ibanda-donations by BAI and individuals received and recorded before shelving.

Koboko-BAI and well wishers mostly kept in boxes, few on shelves.

Soroti-shelves and side boards, boxes, accessible and arranged well.

Kamuli-books are recorded in books and arranged according to subject and title or authors

Kampala-mostly books are in boxes and on mats

Bugembe-the books are still in piles as most shelves sheered

Variety of activities around reading and writing (what activities are programmed in promoting reading and writing? Who runs these programs or activities? Are there specific books to teach these skills?) Busia –have 5K-learning programme class 1-3 do art while 4-7 do handcraft.

Ibanda-reading programmes in and outside the library, take books to neighbouring schools, teach children how to read, write and speak English.

Koboko-quizes, poems, rhymes, organized by librarians, well wishers, regular users of the library. Sports skills are taught by PE teacher of a nearby primary school.

Soroti-reading clubs, reading competition, writing school days; teachers and some parents, no books used to teach but they have skills they are using;

Kamuli-DEAR days and writing competitions once in a while; class reading hours and borrowing over night; participated in creating stories on ASb in 2013.

Kampala-reading after school, church and weekend

Bugembe-reading after school, holidays, writing on African Story book in 2013 and 2017; over 50 stories translated into Lusoga.

Involvement of readers both children and parents (How many children and parents are involved, committed, regular users of the library? What role does each play in the running of the library programs) Busia -30 children every break time group is involved in reading, painting and crafts.

Ibanda-a variety of children and parents visit the library, some parents send only children.

Koboko-100 regular users, 10 regular adults who are women, children help in cleaning, adults help in organising the library.

Soroti-400 out of 702 pupils in Opuure primary school, 50 parents being regular users of the facility; they take part in managing the library.

Kamuli-children and teachers run the libraries; coordinated by teacher in charge of libraries

Kampala-the library is managed by a volunteer who is also in charge of the parish choir and defunct printing press.

Bugembe-there is a professional librarian; paid by the Busoga Lukiiko; teaches computer skills to most learners and readers.

Rules that encourage access (are there rules governing the library? What is the purpose? Do the rules encourage access? Could any of the rules deter access?) Busia –no food allowed in library, no unnecessary movements, no re-shelving books.

Ibanda-library rules govern both users and staff.

Koboko-total transparency required, no stealing of books, respect for each other, welcoming to everyone

Soroti-rules are there to make the books secure and last

Kamuli-the rules are simple and intended to keep the room clean, the books secure and the room safe.

Kampala-there are no written rules, the users are encouraged not to tear or remove books from the room or reading area; borrowing is allowed. Sometimes books are given away to readers.

Bugembe-there are no written rules; the users are mostly attracted to the computers since the books are not yet shelved.

Marketing (what marketing activities for the library are in place – open days, DEAR days, calendars...- how have these made the library a focal point for the community) Busia –outreach programs and community partnerships.

Ibanda-children's day to encourage children to come to the library; hosting volunteers every year which has influenced the community.

Koboko-open days, community loves them and many attend.

Soroti-open days, DEAR days, meetings with parents; adult literacy.

Kamuli-no marketing except that the school has parents days when parents are shown around the school.

Kampala-no marketing; hoping to participate in the years literacy day September 9th

Bugembe-MTN has advertised the library but it is not enough. It is painted in very bright yellow which makes it stand out.

Records keeping (what records are kept, who keeps the records, how often, what are the records used for?) Busia –have books on accounts and programs on notice boards.

Ibanda-books are recorded in books when received; also books read are recorded.

Koboko-daily attendance, borrowing, number female and male users, number of books in the library.

Soroti-books bought, borrowed; time, date of purchase

Kamuli-stock records, readers register and visitors books are the main records

Kampala-there are no records yet. However, the books are stamped by the family that donated the books

Bugembe-the books are well documented; computer users register every time; visitors book and learner assessment; certificates are awarded.

Listening and speaking programs (what language skills are taught, how often, by whom?)

Busia –English translated into local languages by partner teachers.

Ibanda-reading and listening are the language skills taught at the library by librarian and interns.

Koboko-reading and writing, listening and speaking, taught by initiators and volunteers who are teachers in primary schools.

Soroti-reading, writing, listening skills

Kamuli-listening; reading and writing taught by all teachers and pupils learning on their own

Kampala-reading and speaking during Sunday school and the times when the library is open

Bugembe-all the time reading and writing is taught; speaking and listening are also tackled sometimes.

Producing own written materials (what type of materials are produced? Who produces? With what materials? Are the materials used locally or shared beyond library?) Busia –not yet to publish but writing club produces stories.

Ibanda-the process of producing our own books has not yet started but it is in the process.

Koboko-make fibre balls, necklaces and ropes.

Soroti-simple storybooks written by pupils, teachers picture books, question and answer books, nonfiction books, buying locally.

Kamuli-have written some stories on ASb and others being used in the school

Kampala-no stories yet but promising to do so

Bugembe-has participated in ASb and the computer class produces learning materials like posters and brochures.

Storing books (Is there appropriate space for storing books? Can the books be used often? What condition are the books under storage?) Busia –store space available for old information and new books too.

Ibanda-books are stored in the shelves and are in good condition.

Koboko-no storage facilities; books packed in boxes

Soroti-enough storage space; used often and safely kept in boxes.

Kamuli-the space for storing books is adequate and it allows for the books to be used often; condition is fair.

Kampala-the space is crowded and the books under storage may not be easily accessible

Bugembe-the books off the shelves are not fully accessible; they are constructing new shelves

Community engagement (is the library involved in community activities? Which ones – list and explain – How are community leaders involved in actual reading and writing activities? Does the local communities contribute books and needed funding? Is there a membership fee to use the library? Any community donations of time and materials to the library?) Busia –women groups in crafts making, fruit trees, mobilizing each home to plant fruit trees. Annual membership fees of 8,000/-, community donors, local space.

Ibanda-no community engagements

Koboko-services during community activities like funerals and weddings, open days, community contributes at wish, no membership fees but it is in plan, donations are little.

Soroti-Annual general meetings, competition days, end of term; local community does not contribute any books or funding. There is no membership or user fees

Kamuli- the library in conjunction with the school invited community leaders to use the library and room for meetings; not many are involved in reading though. Books are mostly got from BAI and well wishers outside the community

Kampala- the parish committee and church have also donated some books; gulerefoundation and the schools in the neighbourhood participate in the library; donate and manage the programs

Bugembe- Busoga Kingdom; Youth Minister are in charge of the library; MTN sponsored 20 computers and internet connection; seats;

Location (Does the location of the library affect its activities? Is such a location strategic to community development?) Busia –housed by school so people think it is for paying.

Ibanda-the library operates in a noisy trading center along the road.

Koboko-strategic location, only it is too small, needs enlargement.

Soroti-location in the school is good.

Kamuli-in Kidiki Parents school at Kidiki in Namwendwa, Kamuli district; well sheltered and surrounded by over 10 schools and a nearby trading center.

Kampala-located at St Nicholas orthodox cathedral Namungoona next to many primary and secondary schools, hospital and churches. Along the road which makes it easily accessible. The room is being used temporarily.

Bugembe-permanent building next to a radio station, Bugembe town, cathedral, nursing school, cultural head quarters, and King's palace makes it very strategic.

Costs and sources of books (what is the main source of books, are there computers and online resources, are books donated or purchased from local market? Indicative costs per books especially the most popular books in the library? What determines the choice of books to buy?) Busia –donated by BAI and other donors, users fill up a needs list or book request form.

Ibanda-some books are donated and others are bought from the local market.

Koboko-BAI donated books, no computers, no locally purchased books; levels of interest vary by age and sex.

Soroti-main source is government and development partners like RTI, donations, purchases from bookshops; textbooks are most popular.

Kamuli-books donated by Mpolyabigere RC RICED Center; few from the local market – mostly text books; books are determined by the need if they are textbooks otherwise mostly children's books are secured from BAI

Kampala-books in this library were donated by my family we often buy books from BAI for use in different libraries and the car boot library which we have settled in this place.

Bugembe-the books were donated by Basoga in diaspora through Books for Africa and others from well wishers.

Successes (what successes have been registered? How have these been documented? How did such success come about? How has the library build on this success? What can be shared with other libraries?) Busia –got reading tables and seats, development fund from Dauglas College, sitting 30 people a time.

Ibanda-there has been increase in the users of the library.

Koboko-increase in number of users, member registration and visitors books; support from UgCLA and BAI with books and knowledge. Ideas and photos of different activities.

Soroti-arranging books in the library, recording the books, mobilization of community to read pupils and teachers to support book sharing.

Kamuli-the performance of the students and pupils has improved compared to other pupils in schools without access to books, the enrolment went up and the teachers had morale to stay even with little pay; publishing books on ASb and SW in Lusoga.

Kampala-the children who read the books have reported success in their exams; friendship building; better ways of spending time and curbing of negative habits

Bugembe-the users have learnt computer skills; printing and publishing of books in local languages; keeping the community vibrant.

Challenges (what are the endemic challenges? How have they been handled? What has been the best answer to the challenges?) Busia –resisting bad ideas and building on good ideas.

Ibanda-we lack some books, computers, some schools are quite distant and outreaches are difficult.

Koboko-renting library space amidst financial challenges, no funding apart from initiator support.

Soroti-negative attitude; community members supporting the library; sensitization of communities and encouraging library project.

Kamuli-the solar power batteries have gone down due to overload through the night and so the light for reading is so dim at night; need for more books is not always met; users have been encouraged to read a books as many times as possible and to retell the story to each other

Kampala-the library space is temporary; we had to move the library from the car boot to the space because the car had become small and unreliable; will negotiate with the church authorities to provide a more permanent space.

Bugembe-the shelves sheered and most books where put down in a pile; timber to make new shelves has been secured; internet connection is quite expensive; negotiating with MTN to renew their support.

Planning (any plans in place for the growth of the library? If so for what period of time? Who is involved in the planning? Is the library a member of other associations –which ones and how do these help the growth of the library? What connections are there with National library hub? Are the plans linked to national vision or UN SDGs? Busia –in one year to have a permanent space, member UgCLA, American Library Ass; linked to national vision 2014 and SDGs

Ibanda-planning to introduce many children’s games both out-door and indoor.

Koboko-initiator and the board, UgCLA, trainings

Soroti-strengthening the use of library books in and out of school; Joined UgCLA and hoping to join other library associations.

Kamuli-founding member of UgCLA and participated in several initiatives for literacy supported by FAVL; plans are linked to Uganda Vision 2040 and SDGs

Kampala-indirect member of UgCLA by association and linked to Uganda Vision 2040 and SDGs

Bugembe-Member of UgCLA though not paid up; linked to Busoga master plan for education, Uganda Vision 2040 and SDGs

Computers (how many desktop computers, tabs, laptops, hand touch phones if any; who owns it? How often do readers, writers access these tools? How did you get them? What costs are involved in using and maintaining these tools? Who pays the costs? Do they all function well? What are the specifications of each?) Busia –no computers.

Ibanda-only one laptop for librarian's use only.

Koboko-no computers

Soroti- no computers

Kamuli- no computers

Kampala- no computers

Bugembe- 25 desk top Dell computers and 2 jet printers; specifications not available now; some connecting wires and mouse are not functioning well; the printer is often out of ink and the internet modem runs out of airtime; donated by MTN.

Community programs (What reading and writing programs does your library do? Since when has this been happening state year, month? Who organises the programs? Who is involved? How is the program done? Any reports or pictures to share? What has been the impact of these programs? How is the program sponsored? What is the main goal of the program?) Busia –running out reaches in schools, building writing and reading clubs, for both primary and secondary schools, since 2013; photos, reports and publishing club members' stories.

Ibanda-reading and writing programs, games outdoor and indoor, school literacy for reading and writing in English.

Koboko-reading and writing competitions in March 2017, organized by librarian, sharing pictures, attracting more adults, improving on the low levels of literacy,

Soroti-school reading and writing competitions, at class levels, to improve reading and writing; no access to cameras but all teachers and reports could testify.

Kamuli-literacy promotion since 2012; building on to Mpolyabigere RC Riced center established in 2001; sponsored by the school; many families with children in the school have benefited from having their children learn extra skills that are not in other schools especially government.

Kampala-literacy promotion and teaching children how to read and enjoy what they read; started as a car book program on Sundays after prayer; it then became a community library at St Sophia in Kibuye but that did not work mostly due to drug addicts interference; it was transferred to its present location to utilize a former printing house

Bugembe-constructed in honour of Inhebantu Alice Muloki who was the wife of the Kyabazinga – King of Busoga; she was an educationalist especially of the girl child; the target is to encourage the girl child to study; read; stay in school

Safety and security (How is safety and security of the library books, equipment and library users handled at the library? What are the main risks at the library? How often does the library face threats from community or other groups, persons and agencies. Explain. What are the strategies in place to reduce the risks? Busia –school has tight security, no risks.

Ibanda-well secured place, no threats.

Koboko-has night watchman, watch man leaves whenever wages are not met, library request for external support.

Soroti-security is in the hands of pupils, teachers, community and management; sensitization, training, partnering with established libraries and organizations

Kamuli-very secure and the users are increasing every year. No threats from the community.

Kampala-quite secure but the users like to take the books home and some usually don't return the books.

Bugembe-very secure; the users are highly disciplined and motivated by the computers.

Political programs (Is the library involved in any political activities? If so, how? Does the library support any political activities in the area? Does the library display posters, manifestos, national information? If so, how is this done? How does the library maintain neutrality?) Busia –not involved in any political affairs. Maintain neutrality.

Ibanda-no politicking.

Koboko-non partisan, hosting community programs.

Soroti-no political programmes

Kamuli- displays posters of all parties; primary school inclination

Kampala- no political displays; some religious inclination

Bugembe- no political displays; cultural oriented

Health programs (Does the library engage in health programs? If so, how? What does the library do in the area of nutrition and diet, HIV prevention and treatment, climate change control, family planning, etc. How often do readers participate in health programs?) Busia –nutrition for children and pregnant women, work with Village Health Teams and climate change by planting fruit trees on school compound.

Ibanda-No health programs.

Koboko-music, dance and drama.

Soroti-Not so much of health programmes but there are books on health, nutrition, HIV, ; readers participate in health programmes once a month.

Kamuli-hub for nutrition; HIV prevention and reproductive health education; participate whenever there is an opportunity; assemblies promote health learning and reading

Kampala-linked to Medical Bureau and Mothers Union to deliver health messages on HIV, Hepatitis and other maladies

Bugembe-Mostly computer training and proposing women's groups and in that way, health will be discussed; there are books on health.

Repository (Does the library act as repository for any documents or materials e.g. wills academic papers, books, manuscripts, rare books, and works of art? How do you preserve these materials? Do you have any special skills for handling repositories? Busia –not applicable

Ibanda-No repository

Koboko-not yet

Soroti-puts some information on files for safety

Kamuli-Lusoga draft materials and stories published in Lusoga are secured in this library; especially the eibwanio – English-Lusoga Library.

Kampala-unique books in the Uganda Orthodox church and local language books in all languages for the benefit of urban children who have no opportunity to access books in their mother tongues

Bugembe-unique books in Busoga Kingdom; soon to become the hub for Lusoga language books.

Culture and museums (Does the library have cultural artifacts and museum? List the items you have and their significance? Which cultures do they come from? How are these articles displayed, labeled, include picture and catalogue. Who started it and why? What are the sources of the articles?

Busia –planning to start an antiquity program

Ibanda-No culture and museum

Koboko-the picture of sheep means peace in Kakwa culture; the bow and arrow for production and hunting for food; the come from Kakwa culture, initiator involved elders who sources these items.

Soroti-No culture and museums

Kamuli-a very small museum alongside the Lusoga cultural deposits especially books and pictures

Kampala-not yet but it is proposed

Bugembe-it is proposed to link up with the adjacent proposed museums.

University connections (Does your library have any connection with a library in Uganda and abroad? Name the library. In what areas do you collaborate? Is collaboration with university or university staff/students? Is it short or long term? What are the benefits of such collaboration? Busia – most community libraries in Uganda and Kenya, National libraries of Uganda.

Ibanda-No connection with university

Koboko-colaboration with UgCLA, training during conferences, long term

Soroti-No university connections

Kamuli- linked National Teachers' College Kaliro

Kampala- linked to the proposed Uganda Orthodox University and St Panteleimon Medical Institute

Bugembe-No specific university connections but hoped to link with SAIDE.

Digitisation (what are library plans for digitization of its resources? Do you have any digital resources? How often do you acquire new materials? Are you aware of any free resources? List the sources. Busia –as soon as we get computers, Uganda communications commission, UgCLA.

Ibanda-No digital for now, it will come later.

Koboko-lobbying friends and well wishers

Soroti-No digitization

Kamuli-aware of the resources but no hardwares to access the resources.

Kampala-aware but no computers; encouraging using easy hand phones; not yet successful.

Bugembe- computers are being used to create content and to learn how to write and read; high prospects of digitization; already a databank of Lusoga resources has been deposited at the library by the researcher.

Focus of girls and women (How many girls and women are involved in your library weekly, monthly, annually? What do they come to the library to do? What are the main activities targeting girls and women? Is there a safe room for girls and women? Are there special toilets for girls and women? Are the toilets clean at all times? Do they have a place to deposit used sanitary materials? Is there water and soap to clean up? Who is in charge of the girls and women at the library? What are the main challenges of the girls and women in your area? Busia –Girls are 30% of the readers, women 10%, handcraft making by women, teaching girls, they have a sanitary place to deposit towels and wash hands.

Ibanda- no response, put dash.

Koboko-52 girls and 10 women use the library regularly; girls come to read, learn and play, while the women come for meeting, drama and crafts making; available room for girls and women to keep clean all the time; have disposal container; library guardian is in charge; much of their time is spent in domestic work giving little time to the library; it is a cultural practice of not wanting to expose girls and woman to the outside world.

Soroti-about 100 girls a week are involved in reading, for pleasure, examinations, women literacy improvement, senior woman teacher is in charge; lacking sanitary materials; defilement is on the high; domestic violence and abortion.

Kamuli-girls are not specifically targeted but the girls in the boarding school section have a matron who takes care of their needs; they deposit towels in pit latrine; their main challenge are the boys and men

who take advantage of them especially when they go out to read at night; the village is dark and dim light is found only at the school; that means most girls do not use the library at night for fear of being harassed; parents are encouraged to escort their children to and from school at night or send them to boarding; matron is vigilant.

Kampala-no facilities in place; toilet is poor and no water to wash hand or clean up afterwards; planning to rectify the situation.

Bugembe-there is a pit latrine but it is not always clean; there are many girls who use the library; nearly 70% are girls but they are more focused on learning computer skills than reading; many turned up to attend the writing workshops on ASb and their stories have been published.

31 Any other information you consider of importance

Busia –written materials

Readers need to have their materials published so that they can read their own works.

Koboko- sensitization of the people of the importance of having the girl child and women in reading and writing activities outside the home especially in the library High school drop-out rate especially in upper classes means that many girls are out of school and going into early marriage; it is so high that it needs to be checked; also high rate of domestic violence leading to family breakages.

Soroti-Partnering with GAP (Global Age Platform) to transform local communities in Teso sub region.



Conclusions

- Community Libraries are potential **sources (creators and providers) of literacy materials**.
- **Participatory** reading and creating storybooks through translating and adapting existing stories on the Asb increases access and love of reading.
- Parents and Children involved in reading, writing and creating storybooks love to read more books.
- Technologies like **hand smart phones, tablets, laptops, desk top computers** would be put to effective use if self-created books are uploaded.
- Children and parents **love to read community stories** they have created or participated in creating.
- **No story is bad**. It is only the level that matters.
- **Free and accessible** books in the **creative commons** encourage reading, translation and adaptation.

In Uganda, we found community libraries and, in some instances, rural private primary school libraries as some of the most effective models for instilling a love of reading in children and their families. Joined together under Uganda Community Library Association (UgCLA), some of these libraries have received the support of Friends of African Village libraries to carry out their activities. They operate in spaces donated by individuals, schools and communities. The books procured from the local market, donated and sometimes supplied by national library of Uganda in conjunction with Book AID International are mostly in English.

Reading materials in local languages are very scarce both in homes and community. The few that exist are in schools and even these are inadequate as they are used only during class time. The children and parents have no opportunity to read with their children and so the children have limited time to practice reading their mother tongue on their own outside the classroom.

UgCLA has helped libraries in Busoga Cluster to gather, write and create books on the African Storybooks portal www.africanstorybook.org where 24 out of 120 stories have been published. This experience is to be replicated into 17 other languages that constitute 75 % of the languages used in Uganda.

Similarly, CODE Ethiopia (CE), working with government and school libraries has achieved the same goal of literacy development in rural and semi-urban communities. Since 1994, CE has established 97 community libraries in 97 different districts of the country. CE has a practical model of establishing and transferring the ownership of the libraries to respective communities and government organizations.

However, it keeps supporting them whenever there is material, financial and technical support. CE is working with CODE and IREX/Beyond Access in new literacy development activities using tablets in the 'Hacking Literacy Approach' to create community libraries, develop supplementary materials, distribute readers for free, train librarians, book developers and Library

Management Committees and to acquire and distribute books obtained through donations and local purchase. CE also holds the Burt Award for African Young Adult Literature.

Policy implications

Children enjoy reading books of the people they know. Books about familiar objects and events; such books can only be created at a community library.