

ALIGNMENT OF SCHOOL LIBRARIES WITH THE
CONSTITUTION OF KENYA 2010
AND KENYA VISION 2030

TOWARDS SUPPORTING TEACHING, LEARNING
AND STUDENT ACHIEVEMENT

**A NATIONAL POLICY AND GUIDELINES FRAMEWORK
FOR SCHOOL LIBRARIES IN KENYA**

March 2018

Ministry of Sports, Culture & the Arts
Ministry of Education, Science and Technology Republic of Kenya

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PRELIMINARIES

FORUM ON ALIGNMENT OF SCHOOL LIBRARIES WITH THE CONSTITUTION OF KENYA 2010, KENYA VISION 2030 AND BEST PRACTICES

March 5th, 2018

Ms. Jospheta Mukobe,
Principal Secretary Ministry of Sports, Culture and The Arts
P.O. Box 49849-00100
NAIROBI

LETTER OF TRANSMITTAL

We, the members of the Forum of key stakeholders assisting in the development of school library guidelines in alignment with the new Constitution were appointed by your office, under its letter of 5th May, 2016. The Forum was launched and started work that same day.

We were mandated, under our Terms of Reference, to identify the challenges facing school libraries, to conduct a detailed analysis of the situation pertaining to school libraries, to identify best practices that Kenya can borrow from, to develop a funding model for public school libraries, and to draft guidelines for school libraries.

The Forum started by interpreting the Terms of Reference, which informed the formation of our working committee. The main themes were developed into distinctive chapters in this National Policy and Guidelines Framework Document. The Forum reviewed the acts and policies governing education and training as well as research, science, technology and innovation. The Forum undertook extensive consultations with our key stakeholders across the country – including major educational institutions and counties. The data was collected from face-to-face interviews with key experts and from various internet sources. Several country models were explored to inform our analysis, including the South African Kwazulu-Natal School Library Policy and the National Guidelines for School Library and Information Services of the Republic of South Africa.

Following the review and consultative process, the Forum prepared a draft Policy and Guidelines Framework Document for your review and discussion with senior officials of the Ministry of Sports, Culture and the Arts and the Ministry of Education.

This document addresses mainly the issues of access, relevance, quality, equity, funding, governance and management, in light of existing library conditions in the country.

Honourable Principal Secretary, we have the pleasure to present to you our proposed School Library Policies and Guidelines Framework and to sincerely thank you for the honour and privilege given to us to serve our country, Kenya.

Yours sincerely,

- | | |
|-----------------------|---|
| 1. Stephen Mau | - Chairman, Ministry, Sports Culture and the Arts |
| 2. Eliphaz Nyamogo | - Member, Goethe-Institut Kenya |
| 3. Danvers Nyarang'o | - Member, Ministry of Education, Science and Technology |
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LIST OF ABBREVIATIONS AND ACRONYMS

ALA	American Library Association
BOM	Board of Management
CDF	Constituency Development Fund
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations and Institutions
ISTE	International Society of Technology in Education
KLA	Kenya Library Association
KNLS	Kenya National Library Services
MoEST	Ministry of Education Science and Technology
MOU	Memorandum of Understanding
PPP	Public Private Partnerships
PTA	Parent Teacher Association
UNESCO	United Nations Education Scientific and Cultural Organization

DEFINITIONS AND TERMS

“Board of Management”	The Board of Management (BOM) plays a critical role in determining the budget of the school, and thus the library, as well as providing directives for school activities and scheduling. Members of the BOM should make every effort to set aside funds for library staffing, collection development, infrastructural improvements, and reading promotion activities at the school library.
“Book Collection Policy”	The Book Collection Purchase and Management Policy that includes the mission of the school library, is consistent with the IFLA/UNESCO School Library Manifesto, consistent with intellectual freedom and freedom of information, and consistent with the national curriculum ethnic, cultural, linguistic and indigenous identities of its users.
“Curriculum”	Primary and secondary school curriculum and syllabi.
“Head Teacher”	The head teacher sets the tone for the school and thus it is important that the head teacher visibly supports the library, and helps in informing teachers of the role the library plays in improving student outcomes. The head teacher should also help liaise with the Board of Management so that the library is fully aligned with the agenda of BOM development meetings.
“ICT Policy”	Policy developed by stakeholders that provide a framework for effective operation and application of ICT to keep students safe online and guide their appropriate use of technology. The policy encompasses all aspects of technology use, from high-level policies governing web filtering and access to low-level policies concerning digital citizenship (appropriate, responsible technology use) and acceptable use agreements.
“Information Literacy Guideline”	An outline of the set of skills required of an individual to recognize when information is needed; the guideline fosters the ability to locate, evaluate and effectively use the gathered information.
“School Library”	A collection of various sources of information and resources offered at the school for the school community. A library can come in many different forms, depending on the facilities and budget of the school. These include: Community Library <ul style="list-style-type: none">• A library in a community that offers services to a cluster of schools within accessible distance and has:<ul style="list-style-type: none">- A calendar for its operations, distributed three months in advance;- A library committee to facilitate meetings with the community library administrator regarding scheduling and use;

- Each participating school offering the services of its librarian or a teacher to liaise with, and offer administrative assistance to, the community library.

Free Standing Library

- A library where the resources are enclosed in one lockable room, usually part of a larger building complex within the school.

Library Building

- A library that occupies an entire building block; depending on the size of the library building, it can consist of a single room or several rooms on multiple floors.

Container Library

- A library where resources are enclosed in a refurbished shipping container that is permanently stationed at the school. The library can consist of a single container (20ft or 40ft) or multiple connected containers.

Classroom Library

- A library with resources situated in a school classroom, which can exist on a:
 - Single shelf, where the library resources occupy one shelf of a bookcase in a classroom;
 - Multiple shelves, where library resources occupy numerous shelves of a bookcase in a classroom;
 - Tabletop, where library resources occupy the surface of a table in a classroom.

Unique Libraries

- Library models created by schools or communities to suit their specific needs and resources. Some of the most common unique libraries include, but are not limited to:
 - Box Library, with library resources (print or digital) stored in a designated box that can be locked;
 - Cupboard Library, with library resources (print or digital) stored in a designated cupboard that can be locked;
 - Mobile Library, with library resources (print or digital) transported to different locations by vehicle, donkey, camel or other modes of transportation.

“Library Collection”

A library collection is a collaborative endeavour between the librarian, students, PTA and teachers, who are subject experts with valuable knowledge of the needs of their students. Ideally, a collection consists of a wide and balanced range of literature, information and ideas that are up-to date, relevant and accessible. The materials may be in a variety of formats such as print, digital and physical forms. The collection should include the technology and equipment required to access and use the resources available in the library.

“Orange Book”	Orange Book refers to the list of textbooks and other instructional materials approved by the KICD for use in Kenyan primary and secondary schools.
“Parent Teacher’s Association (PTA)”	The Parent Teacher’s Association (PTA) is the appointed membership of parents to represent parents’ interests in the running and management of the school. Parents play an active role as advocates, ensuring that the libraries runs smoothly and efficiently.
“School”	School refers to nursery, primary and secondary schools in Kenya.
“School Librarian”	The school librarian is the professionally qualified staff member responsible for planning and managing the school library who works together with all members of the school community, and liaises with the public library and others (IFLA/UNESCO). The librarian should work together with the implementing body/organization and along with teachers, students, and parents to select books based on the community’s values and goals and discuss how the library can best serve the school.
“Stakeholders”	Stakeholders are those people or agencies that have an interest in, or a direct relationship with, the school library. They include key groups or institutions that may significantly influence the success of the school library.

EXECUTIVE SUMMARY

We are pleased that the Forum has completed this document containing policies and guidelines for school libraries in Kenya, which is now offered for scrutiny for its public benefit in aligning education to the Constitution of Kenya (2010), Kenya Vision 2030, the Sustainable Development Goals, and best practices.

The policies, guidelines and vision hold the promise of helping the country in delivering comprehensive and quality education that ensures that every child in school receives quality education. We are pleased that this document offers an immediate point of reference to a broader vision of the Ministry of Sports, Culture and the Arts and the Ministry of Education in their commitment to the success of Kenya. We must thank Knowledge Empowering Youth for its grassroots research, financing and construction of school libraries and for their contribution to the proposed draft guidelines and policy, which have created greater awareness of the school library sector. They have contributed significantly to the process that has led to this publication. The Goethe-Institut was equally instrumental in driving the Forum's discussion and helping translate it into this document. We also thank all our stakeholders and experts from the Government who were actively involved in the process.

This publication is the result of meetings and roundtable discussions among members of the Forum and with invited experts whose main objective was to understand all the aspects of what are often intricate issues.

The Forum was guided by the:

- Ministry of Education's 2012/3 Policy Framework for Education: Aligning Education and Training;
- Ministry of Education, Science and Technology National Curriculum Policy, December 2015;
- Constitution of Kenya (2010);
- Kenya Vision 2030 and beyond;
- Sustainable Development Goal 4, which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.

All of these stipulate that Kenya "requires an education system that will produce citizens who are able to engage in lifelong learning, learn new things quickly, perform more non-routine tasks, capable of more complex problem-solving, take more decisions, understand more about what they are working on, require less supervision, assume more responsibility, and as vital tools to these ends, have better reading, quantitative, reasoning and expository skills."

The Forum was also guided by the Ministry of Education's National Goals to:

- Enhance learner access to print and electronic books and other curriculum support materials;
- Foster nationalism, patriotism and promote national unity;
- Promote the socio-economic, technological and industrial skills for the country's development;
- Promote individual development and self-fulfilment;
- Promote sound moral and religious values;
- Promote social equality and responsibility;
- Promote respect for and development of Kenya's rich and varied cultures;

- Promote international consciousness and foster positive attitudes towards other nations;
- Promote all forms of national and cultural expressions through literature, the arts, traditional celebrations, cultural heritage, science, communication, information, mass media, publications and libraries;
- Promote positive attitudes towards good health and environmental protection;
- Deliver a curriculum and teaching that provides a repertoire of skills and competences in:
 - Literacy, numeracy, and enquiry skills (the ability to read, write, compute, find and process information), and the teaching thereof;
 - Reading, listening, comprehending, problem-solving, writing, communicating, speaking, investigating (discovering), making, doing and practising.

The Ministry of Education, in its efforts to align its activities with Kenya's Vision 2030, noted that:

- At the secondary school level there is inadequate infrastructure for the establishment of libraries for effective curriculum delivery;
- At the ECDE level there is a lack of appropriate learning materials, especially books in print and digital formats.

Policy formulation is a constantly evolving exercise that does not lend itself to a once-and-forever statement. However, the vision which is underpinned by policies and guidelines contained within this document is one which has inspired and motivated the Forum since the time of its inception and is meant to last for as long as integrity, freedom, democracy, cultural diversity, social security and economic prosperity remain matters of concern for the Kenyan people.

CHAPTER 1:

MANDATE, VISION, MISSION OF THE SCHOOL LIBRARY GUIDELINES

1.1 Mandate

The purpose of the policy and guidelines is to:

- Guide in the establishment, development, and management of school libraries in Kenya;
- Embed the function of the library into the achievement of learning outcomes and lifelong learning.

1.2 Vision Statement

Every school has a functional and adequately resourced library.

1.3 Mission Statement

To promote, provide and coordinate quality, equitable and lifelong education and training for national development by ensuring that every school-aged child in Kenya has access to a functional school library.

1.4 General Objectives

- Raise the quality and relevance of education to satisfy basic learning needs and enrich the lives of learners and their overall experience;
- Encourage critical, creative, independent and investigative thinking, and collaborative learning.
- Develop communication competence and language fluency;
- Promote indigenous cultures;
- Encourage basic research and ICT skills as central to teaching and learning;
- Provide functional, durable, suitable, comfortable and inviting places for lifelong learning;
- Children attending school have access (in terms of distance and contact hours) to a library that meets global standards, with adequate resources, qualified librarians and compelling programmes to educate them in a relevant and engaging way.

1.5 Justification

These guidelines are necessary to ensure the uniform development of school libraries. They will enable school libraries to maintain minimum standards and help in the delivery of curriculum objectives.

1.6 Problem Statement

The absence of school library guidelines has weakened the ability for primary and secondary schools to successfully establish and manage school libraries. This has limited the opportunity to develop a reading culture and promote lifelong learning and curriculum delivery.

CHAPTER 2: SITUATIONAL ANALYSIS

2.1 Legal Framework

The IFLA/UNESCO School Library Manifesto urges governments to develop policies and plans to implement and oversee school libraries. Currently there is no existing legal framework pertaining specifically to the function of school libraries in Kenya. Reading and school library recommendations and services are discussed in several governmental documents including Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and Beyond, Education For All 2015 National Review, National Curriculum Policy December 2015, Basic Education Curriculum Framework 2017, the National Education Sector Plan 2013-2018, KICD Standards for Platforms (learning Management Systems (LMS), and E-Distribution Platforms 2016.

The Constitution of Kenya recognizes libraries as an important form of cultural and national expression and assigned the function of public library services to MOSCA under Executive Order No.2 of 2013; however, no such order has been made for school libraries.

2.2 Quality Assurance for School Libraries

According to the Kenya National Bureau of Statistics (KNBS, 2016), there were 31,333 primary schools and 9,440 secondary schools in Kenya in 2015. Yet there is no current data specifying how many primary and secondary schools have libraries or the quality of these libraries. Estimates range from 2% to 34%. Only 20 schools in Kenya are registered with Kenya Library Services.

2.3 ICT

ICT should be a core function of school libraries; however, there is no up-to-date ICT policy for schools or school libraries. Few school libraries are automated. MoEST is currently rolling out a National ICT in Education and Training Strategic Plan (56 7.5). This plan includes increased access and training for ICT, as well as nation-wide improvements in the infrastructure to support it.

As schools begin embracing ICT with the implementation of Basic Education Curriculum Framework 2017 and the Digital Literacy Programme, demands for a School ICT Policy will increase. In Sessional Paper No 14, section 7.5, it is noted that the development of guidelines and minimum quality standards is underway.

2.4 Staffing

Most schools with libraries do not hire qualified librarians to oversee library services. Often school library services are administered by a teacher, but since Information Studies is not a required course in teaching colleges most teachers do not have adequate training on how to administer library services or use libraries. There is no current data specifying how many school libraries are staffed.

2.5 Library Resources

The majority of schools with libraries only stock textbooks and a few e-readers. School libraries usually only have print material, and there is a lack of up-to-date supplementary resources.

2.6 Library Funding

Adequate resourcing is often one of the most problematic areas for the successful establishment and management of a school library. Schools are not required to have a line budget item for school libraries, and there is no direct government funding for establishing and running school libraries. In 2016 MoEST provided funding for school textbooks and e-readers at KES 200 per child for primary schools, and KES 2,185 for secondary schools. Only e-readers recognized in the Orange Book can be purchased with these funds.

2.7 Library Services

Without recognized guidelines to follow, school standards for library services vary. Inadequate training, resources, funding, and staffing constrain the implementation of adequate library services.

2.8 Library Training

There are a number of library schools in Kenya that train librarians who could step in and train school librarians. Kenyatta University is the only university that trains teacher librarians. Non-governmental organizations and other stakeholders also give short courses to practicing teachers on basic library skills.

2.9 Improved Student Outcomes with Strong School Library Services

Studies from America, the United Kingdom, South Africa, and Burkina Faso show strong correlations between well established school libraries and student outcomes. Students at schools with qualified librarians perform better on standardized tests. These benefits are also seen amongst disadvantaged children. These effects hold regardless of other school conditions such as higher student-teacher ratio and per-pupil spending. In schools located in areas of high poverty, graduation rates nearly doubled in schools with strong library policies. Longer library hours, choice in access, and ability to borrow resources contributed to better student outcomes.

2.10 Conclusion

In recognition of the above situational analysis, there is a need for the Government to produce a comprehensive School Library Guidelines for the establishment and management of their libraries. Schools with libraries are left to make their own decisions on what materials enrich, support, and meet the academic standards of the curriculum or on what constitutes a well-managed library. This has resulted in significant variation of the quality of standards for library management and quality standards across schools; it has also signalled a shift away from international best practices, and has left schools with untrained library staff, a lack of resources, and poor facilities. We urgently need to establish school libraries.

CHAPTER 3:

POLICY GUIDELINES FOR ACCESS, EQUITY, RULES, QUALITY AND RELEVANCE OF SCHOOL LIBRARIES

Guiding principle

Library and information services in schools shall be guided by the recommendations from the UNESCO Manifesto for School Libraries and adhere to the Kenyan Constitution and the UN Convention on the Rights of the Child. These recommendations shall be modified to suit the school environment and budgetary restrictions.

3.1 School Guidelines on Information and Literacy

Guiding Principle

The aim of a school Information Literacy Guideline is to ensure the continuous structured development and evaluation of reading and information literacy skills across the whole school, within a contextualized learning approach.

When a school is creating or revising its Information Literacy Guideline, the following should be considered:

- The school librarian, or a trained co-ordinator of the school's library collection, should work with the teaching staff to ensure that a comprehensive and holistic Information Literacy Guideline is created for the whole school;
- The Information Literacy Guideline should engage all the teaching staff and provide structure for the different responsibilities they might assume.

The school Information Literacy Guideline can also address the following issues:

- Strategic planning that includes the development of the school library;
- Adequate staffing in the library;
- Further training and professional development for school library staff;
- Teaching information literacy skills to the entire school community as part of the library programme;
- Development of regular reading programmes involving the whole school and supported by the teaching staff. For a list of some suggested reading promotion activities that the school library could administer, please see Appendix II;
- Development of specialized collections and library programmes for challenged students
- Management of the school library and the establishment of a school library committee;
- Integration of library lessons into the school curriculum delivery;
- Alignment of the ICT services provided in the library with the school's ICT policy.

3.2 Users' Rights

Guiding Principle

The rights of the users of the school library shall be guided by the Constitution.

Minimum standards:

All users shall have the right to:

- Freedom of speech and debate;
- Treat the librarian and members of the school respectfully;
- Participatory processes and management;
- Individual and group learning;
- Local culture and the local vernacular;
- A safe, inspiring, clean and healthy environment.

Recommended standards:

- Students shall participate in the setting of the library rules for ownership and accountability.

3.3 Access

Guiding Principle

It is important to guarantee the right of every user to access the school library without favor or discrimination as this is in line with every person's constitutional right to access information.

Minimum standards:

- Every child is entitled to a library at their school;
- The library should be accessible to all challenged persons;
- The library should be in a clean and healthy library environment.

In addition, it is recommended that every user have access to:

- The library in his/her free time;
- Sufficient reading, reference materials and technology in the library for adequate school-related research and to increase proficiency and fluency in English, Kiswahili and other languages in order to build knowledge, foster lifelong learning skills, and to advance students' cultural education. This includes access to:
 - Information materials in different formats;
 - Mock exams and past KCPE and KCSE exams;
 - Textbooks and reference sources;
 - Daily news;
 - Fiction and non-fiction works to enhance and compliment the students' curriculum and cultural development as learners;
- Lending rights so that books may be borrowed from the library for a reasonable length of time.

3.4 School Library Rules

Guiding Principle

Rules for the school library shall be set by the Library Committee and ratified by the school's BOM. The school library rules shall be included in the general operating procedures.

All school libraries, regardless of model or size, should have library rules and regulations which are:

- In accordance with the school’s vision, mission, and goals;
- Aligned with the school’s ICT and information literacy policies;
- Clearly communicated and displayed in the library;
- Inclusive to encourage compliance.

For an example of library rules, please refer to Appendix III: *The Library Constitution School Library Management System by Knowledge Empowering Youth (KEY)*.

3.5 Models for Library Development

Guiding Principle

School libraries can exist in many forms. Regardless of the size, setup, and funding, the school library management and information services should strive to adhere to internationally recognized development standards.

It is recommended that:

- Every school have a school library developmental plan to ensure that the school library holds a collection of print and digital resources in order to foster:
 - The implementation of a comprehensive service for teachers and students;
 - Curriculum delivery;
 - Optimising teacher lesson plans;
 - Meeting national and school goals;
 - Encouraging and expanding students’ cultural and recreational interests.
 - This plan can be developed by a school library committee with support from the BOG, PTA, CDF or KNLS, if needed.
- Whether reading resources are housed in an enclosed school library building, at the back of a school classroom, or in a format unique to a particular school, the book collection shall be considered a library, and should be managed as per this guideline;
- The various library models can include community libraries, free standing libraries, library buildings, container libraries, classroom libraries, and unique libraries;
- These models serve to provide examples of school libraries that this Policy and Guidelines Document recognizes. Regardless of a school’s current library model, all schools should strive to house their library collection in an enclosed room within the school.

3.6 Library Representation

Guiding Principle

Library Representation is the function by which the activities and management of the school library are conducted in a participatory fashion by individuals either appointed or elected to form a library committee.

Minimum standards:

- A school librarian appointed and posted by the government
- A Library Council consisting of the school librarian, one teacher, a library captain (student), library assistant captain (student), library prefects, a member of the BOM.
- The students should be elected annually or appointed depending on how a school structures its library council.

Recommended standards:

- The school shall ensure that the library council is formed with the support of the principal, teachers and a librarian;
- The creation of the library council also serves as an organ for student governance and leadership as part of the library committee, assisting with the management and maintenance of the library;
- The library council grants students the right and responsibility to:
 - Submit requests concerning the running of the library and its resources;
 - Participate in an open forum to discuss issues concerning the library;
 - Monitor governance and student use of the library to ensure that everyone benefits;
 - Safeguard and preserve the library's resources for the benefit of present and future student generations;
 - Report violations, mismanagement, and abuse of the library's resources to a teacher, librarian, principal, the school's BOG or the PTA.
- Democracy, transparency, fairness, and accountability are upheld at all times during the election, appointment, and execution of the duties of the library committee.

CHAPTER 4: THE SCHOOL LIBRARY COLLECTION

Guiding Principle

A collection development plan shall form the basis of the school library's selection and acquisition of up-to-date, unbiased, reliable and relevant collections, bearing in mind the ever-changing needs of the school community.

4.1 Collection and Development

Guiding Principle

The school library shall promote the development of up-to-date, unbiased, reliable and relevant collections which shall be communicated through a collection development plan.

A school library collection:

- Allows access to a wide range of literature and information that is up-to date, relevant and accessible;
- Is created by identifying needs of the school's mission, goals and objectives and then carefully selecting, evaluating and managing resources and materials to suit these needs;
- Is comprised of a variety formats such as books in print and in digital form, online databases, and other electronic forms of information as well as the technology and equipment to access the digital resources;
- Contains books and other resources appropriate for challenged students, such as Braille, large print, talking books, and closed caption films and computer programs, described films;
- Requires ongoing development, evaluation and improvement as school needs change and new goals are identified.

Collection development is:

- The ongoing process of acquiring new and relevant materials for the library collection, as well as weeding out and discarding outdated, irrelevant, damaged or obsolete materials;
- Inclusive of learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media (IFLA);
- Guided by the Orange Book, with additional titles from local and international publishers determined by the school library staff;
- Undertaken in consideration of the needs of linguistic minorities and persons with disabilities;
- A participative, on-going activity, taking into account the needs of all members of the school community, including the school governing and management staff, educators and students;
- Comprehensive, including the procurement of materials for leisure purposes such as popular novels, music, computer games, DVDs, magazines and posters (IFLA/UNESCO).

4.2 Collection Management Guidelines

Guiding Principle

Every school with a library or wishing to establish a library should develop Collection Management Guidelines in line with internationally recognized management standards and best practices.

Collection management is:

- The ongoing organization, updating and weeding of the school library's resources;
- Carried out by library staff who ensure that resources are properly catalogued, easily accessed, circulated and maintained in line with standard school library practices;
- Enhanced by proper signage, thoughtful design, and a practical layout of the resources;
- Strengthened by a welcoming space and positive learning facility;
- Guided by principles of safety, accessibility, and the full support and promotion by library staff.

Minimum standards:

- Resources shall be selected and evaluated on the basis of the needs of the school, including the needs of teachers, librarians, students (including those with special needs), and stakeholders;
- Purchase and maintain book collections comprising of at least two (2) books per student;
- Book collections must be up-to-date and sourced from local and international publishers based on relevance, curriculum requirements, cost and availability;
- The library collection shall provide a minimum number of two (2) books per student in addition to minimum curriculum textbook and revision book standards and requirements;
- Books must be labelled for cataloguing and display purposes, and have protective covers.

Recommended standards:

- It is recommended that 60% of the library collection (excluding textbooks) support curriculum content. For collection management guidelines for textbooks, schools should refer to the existing government policy;
- It is recommended that the remaining 40% of the library collection include a variety of print and digital materials that:
 - Range from literary fiction to non-fiction genres;
 - Include national and continental writers (Kenyan and Pan-African) as well as international titles and bestsellers to ensure that students are exposed to the same resources as their counterparts in other countries.
- A portion of the collection should cater to challenged students, and include select fiction, biography, and films that portray people who have disabilities
- A proactive effort on behalf of the school to receive publishing catalogues and attend book fairs in order to stay abreast of new titles;
- All school stakeholders have an input.

4.3 Donations (Books and Information Resources)

Guiding Principle

All donations to a school library should be vetted in accordance with the school's Collection Management Guidelines, to ensure that the resources align with the school's Information Literacy Guideline, ICT Policy, and the school's mission, vision, and goals.

It is often the case that school library collections include books donated by well-meaning individuals, Non-Governmental Organizations (NGOs), Civil-Society Organizations (CSOs), and Government initiatives. All donated resources should be vetted by the school and the acceptance of donated items should be conditional on the following:

- The relevance of the resources donated;
- The quality and condition of the resources donated;
- The terms of the donation.

Schools should feel comfortable refusing any resources that do not comply with the standards described in these guidelines, as well as those set by the school.

CHAPTER 5: INFORMATION AND COMMUNICATIONS TECHNOLOGY

Guiding Principle

The school shall support the school library in embracing ICT for a comprehensive delivery of information resources, as well as an efficient and effective management and provision of library services.

Minimum standards:

- Every learner and educator should, in principle, have access to technology for information, collaboration and professional development purposes;
- The library shall be connected to a power source;
- Every school should attempt to acquire the most basic technology facility, but not to the detriment of paper-based resources;
- Every school library shall customize and adapt its ICT policy, including providing assistive technology for challenged people.

5.1 Principles of ICT Use in School Libraries

Guiding Principle

The introduction of ICT in school libraries should be planned in a thoughtful way, and informed by relevant national and provincial policies relating to ICT provision, such as the Ministry of Education Sessional Paper No 14.

Minimum standards:

- Every school library shall adhere to the security and information safety protocol of its ICT policy, including access to and confidentiality of information.

Recommended standards:

- The provision of ICT in school libraries be done in conjunction with an overall school ICT Plan and a well-defined information literacy policy within the school;
- Based on a practical and positive vision concerning how technology use will enhance teaching, learning and management in the school;
- Every school should, at the very least, acquire the most basic technology facilities that should compliment paper-based and other types of information resources;
- The provision of ICT is used for information and communication as well as for administrative purposes;
- Used for designing with the teacher-librarian and educator working collaboratively;
- Every school library shall adhere to the security and information safety protocol of its ICT policy, including access to and confidentiality of information.

5.2 Power and Infrastructure

Guiding Principle

The school shall make all efforts to ensure that the library is connected to a reliable power source.

It is essential that a school library be connected to a power source. At the very least, this allows the library to power devices and ICT equipment and provide lighting on cloudy days and evenings.

- If schools are connected to power but there is no power in the school library, then they should lay down the necessary wires to connect the school library.

- While government policy is to connect all schools to power, for schools that are not yet connected to power, other options for establishing power connectivity in their libraries can include alternative options such as:
 - Bbox
 - MKOPA Solar
 - Dlite
 - Barefoot Power
 - Generator
- Adequate and conveniently located switches for computer workstations or future technology needs.

5.3 Internet Connectivity

Guiding Principle

The school shall make all efforts to provide the library with internet connectivity.

- There are many ICT solutions that do not require internet, but it is recommended that all schools with ICT pursue a program of establishing internet connectivity because internet is an important component of a school library;
- If a school must select only one central point with which to secure internet, the school library serves as an excellent choice, as it is a centre for learning and inquiry. It is recommended that schools reach out to internet providers with special programs that provide free or reduced-cost internet to schools, such as Airtel or Safaricom.

5.4 ICT Training, Skills Development, Technical Support

Guiding Principle

The school shall make all efforts to ensure library personnel acquire the necessary ICT skills.

Minimum standards:

- School libraries with ICT should plan for ICT training, skills development, and technical support in their school ICT Policy and library budget;
- Schools with ICT should ensure that mechanisms are in place for the skills development of their educators;
- School libraries should make all efforts to take advantage of opportunities to access training support for their staff;
- Schools need to build sustainability into their ICT Policy, to ensure that both software and hardware are upgraded appropriately.

Recommended standards:

- Local universities and public libraries can also provide ICT skills training. Schools are encouraged to explore these options for cost effective measures of upgrading staff skills.

5.5 Donation of ICTs

Guiding Principle

All donations to a school library should be vetted in accordance with the school's ICT Policy.

Minimum standards:

- Receiving ICT donations is a practical and common approach for schools to enhance their stock of digital information resources and tools. Schools should be prepared to reject any ICT donation that is outdated or incompatible with the needs of the school;
- If the ICT donation is accepted, the donor should provide a training manual for the devices, including instructions for troubleshooting.

Recommended standards:

- If the ICT was a one-off donation, the school is encouraged to build funding for servicing and maintaining the ICT into their annual budget.

5.6 Disposal of ICTs

Guiding Principle

The school library shall make every effort to dispose of e-waste in accordance with existing regulations.

Until a School Library ICT Policy is produced by MoEST, it is recommended that schools follow the MoEST ICT Standards and Guidelines, which were written for MoEST government employees on ICT usage.

CHAPTER 6: STAFFING THE SCHOOL LIBRARY

Guiding Principle

The school shall ensure that library management and the implementation of library services are undertaken by qualified, competent, and motivated personnel.

Minimum standards:

- The library shall be managed by at least one teacher or librarian.

6.1 The School Librarian

- The school should make every effort to employ a qualified librarian to run the library. If this is not possible due to budgetary constraints, a qualified teacher should be identified to manage the library and be given a reduced teaching workload so that he/she can commit sufficient hours to the work and training required of a full-time librarian.
- The size of the library staff should be in line with library and school size.

6.2 Role of the School Librarian

The list below outlines the qualities and skills necessary for a librarian and other staff engaged in the management and development of school libraries:

- Manage the library facilities (both the physical space and digital environments), including cataloguing, loans, shelving, and resource maintenance (e.g. cleaning, safekeeping);
- Organize the material resources (both physical and digital) in the library;
- Manage and train supporting library staff;
- Organize informal and formal professional development for teaching staff;
- Create literacy and reading promotion activities, including activities for challenged users;
- Develop curriculum to teach information literacy;
- Collaborate with teachers when they develop inquiry-based learning projects (problem-based learning, critical thinking);
- Collaborate with teachers to integrate information technology research skills into their assignments;
- Develop and/or implement a school library policy;
- Research and determine print and digital resources that the school library will need to accommodate student and staff growth.

6.3 Training for School Teachers and Library Staff

Guiding Principle

The school shall ensure that school teachers and library staff are continuously trained to equip them with emerging and relevant skills.

Minimum standards:

- Teachers and library staff make every effort to continue their training in information literacy and library skills.

Recommended standards:

- Capacity building for teachers and library staff should be undertaken by recognized professionals and professional institutions;
- If facing budget constraints, schools can opt for free online training courses.

6.4 Scheduling for the School Library

Guiding Principle

A school library should have a schedule agreed upon by the library's stakeholders and in compliance with the mandates of the Kenyan curriculum. The schedule must be communicated and clearly displayed in the library.

For the library and its resources to be fully utilized:

- The school library schedule should comply with any curriculum requirements;
- Scheduling should consider not only school hours, but also morning hours before school and late afternoon/evening hours after school;
- The library schedule should be flexible to allow for extended hours during exams and adequate weekend and holiday hours to ensure that students have continued access to library resources;
 - Cost effective ways of staffing the library during extended hours include substitute staffing by members of the PTA, the community, library council or a rotating school staff roster;
- Scheduling should be upheld by the school librarian and the head teacher.

CHAPTER 7: RESOURCING THE SCHOOL LIBRARY

Guiding Principle

The school must take a proactive approach to secure resources for the school library, as well as planning for the ongoing costs of library service delivery. Resources include money, technical assistance, human resources, material goods, and free services and facilities. This planning should be reflected in a budget.

Resourcing is a critical component for successful library services and collection development and should be planned in advance with the support of the school. Numerous resource providers exist to facilitate the establishment and maintenance of a school library. A school can consider appealing to:

- Government funding (direct from MoEST);
- CDF (advance planning is required);
- Community fundraising (through parents, other community members and stakeholders):
 - Schools can refer to the Worldreader Fundraising Guide (see Appendix I) for guidance on fundraising activities;
- NGOs;
- PPPs;
- Bilateral and multilateral organisations;
- Individuals.

7.1 Budgeting for the School Library

Guiding Principle

To ensure effective management and collection development, a school library – no matter its size – should maintain a detailed and accurate library budget, to be updated at least annually.

A school library budget should set out, in detail, a realistic expectation of what it will actually be possible to do. It should include capital costs, recurrent costs, and possible special costs.

Minimum standards:

- Be supported by proper documentation;
- Be viewed and approved by the Board of Management of the school;
- Be realistic, but comprehensive;
- Include the input of all personnel involved in running the library;

CHAPTER 8: LOCATION, SAFETY, AND SPACE OF THE SCHOOL LIBRARY

Guiding Principle

The school library location and space should be organized as per internationally recognized standards to ensure that it meets the needs of its users while maintaining appropriate safety measures. The design should incorporate special facilities for users with special needs. Examples of suggested library layout and designs are provided in Appendix IV.

8.1 Location and Design

Guiding Principle

It is recommended that the IFLA/UNESCO School Library Guidelines (2002) be included in planning for the location and design of a school library.

Minimum standards:

- The library shall be housed in a clean, healthy, dry and lockable physical space, preferably with an entire room dedicated to the library;
- Every surface of the library space must be waterproof;
- Appropriate and sufficient light, both through windows and artificial light;
- Operational windows and doors that ensure exchange of fresh air and cross ventilation, and that seal shut to keep out dust, birds, insects, bats;
- Ensure the library environment is protected for the benefit of present and future generations;
- Centrally located, on the ground floor if possible;
- Appropriate design that meets the needs of all users including those with various challenges, including ramps, aisle widths adequate to accommodate wheelchairs, and bathrooms large enough to accommodate wheelchairs.

Recommended standards:

- Accessibility and proximity to all teaching areas;
- Parts of the library need to be free from external noise;
- A school library design layout that allows flexibility, multiple uses and that is easily adaptable to future uses and changes in curriculum and technology;
- Floor coverings should be commercial grade tiles or flat, levelled cement screed floor with appropriate finishes specified in the National ICT Master Plan;
- At a minimum, there should be seating in the library for one standard class of fifty students. Larger schools with over 700 enrolled students should increase seating and square footage to accommodate their larger numbers;
- Adequate size and organized shelving to allow space for the collection of books (fiction and non-fiction, hardback and paperback), newspapers and magazines, non-print resources and storage, adequate seating, study spaces, reading areas, computer workstations, display areas, staff work areas and a library desk;
- Appropriate room temperature (e.g. air-conditioning, heating) to ensure good working conditions year-round, as well as the preservation of the collections.

8.2 Safety

Guiding Principle

A school should ensure adequate safety and security measures within the library.

Minimum standards:

- Clearly labelled unobstructed emergency exits, with doors opening outward;
- A regularly serviced fire extinguisher in the library;
- The library shall have a number of entrances and exits following and adhering to legal and regulatory fire safety regulations;
- Secure locks on all doors, with duplicate keys stored on school property;
- Windows should be lockable from the inside.

Recommended standards:

- The library floor plan and furniture layout must allow for adequate supervision;
- The librarian must be able to see student spaces in order to facilitate visual supervision.

8.3 Furniture and Equipment for the School Library

Guiding Principle

The school library furniture and equipment recommendations shall be guided by the IFLA/UNESCO School Library Guidelines (2002), modified to reflect the provision of facilities and infrastructure in Kenya.

An appropriately equipped school library should have the following characteristics and minimum standards:

- Designed to enable proper use, care and security of furnishing, equipment, supplies and materials;
- Designed to accommodate changes in library programmes, the school's instructional programme as well as emerging audio, video and data technology;
- Designed to accommodate the special requirements of the school population in the least restrictive manner;
- Designed to accommodate furniture that is sturdy, durable and functional as well as meeting the specific space, activity and user requirements of the library;
- Arranged and managed to provide equitable and timely access to an organised and diverse collection of resources.

Recommended standards for an appropriately equipped school library include the following characteristics:

- Arranged and managed to be aesthetically appealing to users and conducive to leisure and learning, with clear signposting;
- Be located near a water source for washing hands before entering the library;
- Library furniture should be durable, flexible, portable, functional, and weather-resistant, and include:
 - For the librarian: a desk, chair, filing and storage cabinets;
 - For the main area of the library: bookshelves to shelve collections, comfortable seating at tables for study, seating in areas for quiet and leisure reading.
- A connection to electricity.

CHAPTER 9: PROGRAMMES AND ACTIVITIES FOR THE SCHOOL LIBRARY

Guiding Principle

Internationally recognized standards recommend the practice of reading programmes in schools to promote reading and information literacy. They are essential tools for a thriving school library and help draw students and teachers to the library resources.

It is recommended that schools take the following actions in designing their programmes:

- Reading programmes should be designed on an ongoing basis with the full collaboration between the school's head teacher, teachers, the library staff and students;
- Specialized reading programmes for challenged students, such as 'sensory story time', should be developed;
- Programmes and activities should be designed in close collaboration between head teachers, teachers, library staff and students;
- Reading programmes can be a cultural function of a school library to reach out to a wider community;
- Promote reading by celebrating different themes and commemorative dates related to writers or historical figures (e.g. Nelson Mandela, Wangari Mathai);
- The school is encouraged to use parents as volunteers, motivators, organizers, and fundraisers for reading programmes in the school library.
- It is important that there be ongoing promotion of the services and facilities provided by the school library. This can be done through announcements at assemblies and in classes, signage, activities conducted by the library representatives, and celebration of relevant calendar dates (e.g. National Book Day). A list of suggested promotional activities is provided in Appendix II.

CHAPTER 10: IMPLEMENTATION, MONITORING, AND EVALUATION

Guiding Principle

The Ministries responsible for school libraries will coordinate, monitor and evaluate library and information services in primary and secondary schools. This includes circulating the School Library Guidelines to all relevant posts and incorporating the School Library Guidelines in the Quality Assurance assessment conducted by the MoEST teams.

10.1 Methodology of Implementation

The successful implementation of these School Library Guidelines will depend greatly on the creation of a legal framework to hold schools accountable to a government-mandated standard. Other factors include the school's ability to secure the necessary resources to implement the guidelines, and the government's willingness to incentivize NGOs and private sector participants to support school libraries.

Increasing awareness of the School Library Guidelines throughout the Ministry of Sports, Culture and the Arts, the Ministry of Education, Science and Technology, KICD and KTSC is also fundamental to the success of the guidelines. A realization of the School Library Guidelines will also require key stakeholders to participate fully in their implementation.

These stakeholders include:

- The ministries responsible for school library services;
- Relevant departments within these ministries;
- County governments;
- Professionals (school librarians, teachers, head teachers);
- Students;
- Parents, including the PTAs;
- BOMs of schools;
- School communities;
- Publishing companies;
- Book suppliers;
- Donors.

10.2 General Recommendations for Implementation

- The Ministry of Education should consider posting trained librarians to schools to establish and manage school libraries in the same way they post teachers.
- The principal should uphold the components of the curriculum that relate to the library, and facilitate proper coordination between all teachers in fully utilizing the school library.
- The success of school libraries depends not just on the school users, but on the community at large, and therefore:
 - It is essential for parents and the broader community to be fully engaged with a school library.
- It is recommended that at least once a year, the school invite the community to a function designed to inform them of the value of the library and the important effects of reading on student outcomes.
- School librarian training should be based on a well-set curriculum, not ad hoc small courses; TTCs add a mandatory, well-taught, tested and practiced unit in school library set-up and management.
- Library schools should take up the challenge of training school librarians.

- There is need for an Association for Schools Librarians either as a sub of KLA or otherwise.
- The student library monitors should be given basic skills and training on their duties and responsibilities.

10.3 Monitoring and Evaluation Methodology

The Ministry of Sports, Culture and the Arts, and the Ministry of Education, Science and Technology, through their functional responsibilities, are responsible for the implementation of these guidelines. A monitoring and evaluation committee should be set whose responsibilities include:

- Tracking the implementation of the school library guidelines;
- Recommend redress to any challenges that may be identified; and
- Recommend to the Ministries areas within the guidelines that need to be reviewed every four years.

The Ministry of Education, Science, and Technology is therefore required to include in the Quality Assurance and Standards assessment conducted annually at every school, set criteria drawn from the guidelines to form the basis for monitoring and evaluating the recommendations, as specified in the School Library Guidelines.

10.4 Scope for Monitoring and Evaluation

Within the existing legal framework, the Directorate of Quality Assurance and Standards shall monitor school libraries and school library services.

APPENDIX I

Fundraising Guide @ Worldreader

Ready to Get Started with Fundraising?

If you are reading this guide, you either want to fundraise for a Program or you want ideas on how to raise money to expand upon your Program. Thank you for using this Guide.

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Fundraising Basics & How to Use this Guide

We recognize that the upfront cost of our Program can be a challenge. This guide and supporting materials is meant to:

- *Assist you with your fundraising ideas and campaigns.*
- *Help your organization connect with your communities and potential donors.*

So how should you use this guide?

- *Read through the ideas and see which options suit you best; remember, you know your resources best, how much work you can take on, and how many people you have to support you.*
- *After coming up with your ideas, tap into your network for assistance: co-fundraise with partner organization.*
- *Before you begin your campaign, you should know as much as you can about your program.*

We have outlined some great ideas that previous partners have done and have seen much success. See what works for you!

Get Started

Crowdfunding

What is Crowdfunding?

Crowdfunding funds a project by promoting a project on the Internet. Many people who see the campaign then individually donate small amounts of money to collectively reach the fundraising goal. Anyone has the ability to donate to this cause and the fundraiser often may give back a “thank you reward” or “perk” to the donors.

Why should I choose this option?

- Online-based
- Low amount of resources needed to start the campaign
- Huge visibility – worldwide, potentially
- Collect money from a wide pool of donors
- ****Crowdfunding often works best with US-based Partners. If you are Africa-based, consider working with your US counterpart.**

How does it work?

1. **Set a goal:** calculate how many funds you need for your project & the time period by which you want to reach it.
2. **Create your campaign:** on a Crowdfunding Platform (see below).
3. **Make your campaign compelling** by using a story, videos, photos.
4. **Publicize your campaign:** activate your community of supporters/friends and make

your project go viral through the social media.

5. **Donors make a contribution.**
6. **Give your donors perks:** this is optional.
7. **Fund** your Program.

Crowdfunding Platforms: Top 3 Sites

	Indiegogo https://www.indiegogo.com	CauseVox http://www.causevox.com	Razoo http://www.crowdrise.com
Overview	The world's most established crowdfunding platform in the US. They have covered campaigns from more than 224 countries.	Crowdfunding platform for social good. Targeted to nonprofits and individuals that are making a difference.	Crowdfunding platform for social good. Targeted to nonprofits and individuals that are making a difference.
Fees you should be aware of	<ul style="list-style-type: none"> - No fees to create a campaign - Fee of 3% of your total funds raised - 25% discount on their platform fees for any campaign that is raising funds for a nonprofit institution registered as 501(c)(3). 	<ul style="list-style-type: none"> - No fees until \$5,000 is raised - If you're outside of the US, you can still use CauseVox! The only limitation is your <u>donation processing options</u>. 	<ul style="list-style-type: none"> - No fees - Fee of 4.9% (of total) for donation processing - Donations are 100% tax-deductible.
Examples of successful Campaigns	<ul style="list-style-type: none"> - <u>Help An African Girl Achieve a STEM Education</u> - <u>Kids Can! Mexico Online</u> - <u>Long Live the Girls! Girl Manifesto</u> 		<u>Fundraising to help eliminate Neglected Tropical Diseases</u>

* Other Crowdfunding Platforms include: [Kickstarter](#)

* If you are a nonprofit and already have a fundraising page, platforms like [Crowdrise](#) and [Universal Giving](#) will promote your cause and also help raise money

Make a Compelling Campaign: Keys to Hack a Crowdfunding Campaign

Create an Engaging Pitch

The pitch is a concise presentation of an idea for a campaign and will help you engage donors to achieve your goal. The pitch will be posted in the format of text, images, and/or video on the

Crowdfunding platform you choose.

Here is how you can prepare a good pitch:

1. Tell your best story

- **Practice the art of storytelling:** stories often capture listeners' attention and make it more likely they will remember you. Be honest and authentic, have fun, be you!
- **Make the cause personal.** Remember, people fund people not projects.
- **Make the contributor known that she is the hero.**
- Answer the **who/what/where/when/WHY** about your campaign.

2. Set an Attainable Goal

- Be realistic with your goal and follow through on what you promised.
- Create a budget for the project and make sure to account for all expenses.
- *“Think of your crowdfunding campaign as a marathon, not a sprint.” We suggest running your campaign for 30-45 days, so it's long enough to raise awareness, but not so long that you lose momentum and drive.*

3. Keep Your Contributors Happy Through Unique Perks

Some crowdfunding platforms (like Indiegogo or Kickstarter) make you create perks or rewards to your contributors. Perks are products or offerings in return for donations (like Giving Cards, T-shirts, Postcards, etc).

- Perks should be unique, creative, and personal.
- Average successful campaign has 5 – 8 perks. Start with 5 or so then add more later; for example: Featured perks/Limited Edition perks to keep up momentum.
- You can have more than 1 perk at a same amount.
- You can change/add perks throughout campaign.

4. Communicate Proactively

- Communicate early and often.
- *Treat the ‘updates’ section like your blog and keep funders informed of your progress in a natural and open way.” We recommend 1-2 updates per week.*
- Develop a social media strategy .

**** If you create a video, here are some basics:**

- Keep your video to less than three minutes and focus on the WHY us?
- Grab the attention in the first 30 seconds.

Grants

Overview

- What are grants?

Grants are a source of fundraising which is based on a competition against other applicants competing for a specific financial amount owned and then distributed by the grant maker.

- Who is a grant maker?

A grant maker is typically a governmental department, foundation, trust or corporation.

- How to receive grants?

An organization enters a competition for the grant based on a set of criteria defined by the grant maker. The applicant has to address and fulfill the criteria in a formal Grant Proposal or Grant Application.

Resources

These are some of the sites with databases of foundations:

FundsforNGOs: an online fundraising database working for the sustainability of NGOs by increasing their access to donors, resources, and skills. It uses technology to spread knowledge and increase capacity.

Foundation Centre¹: The Foundation Center the best resource for almost anything related to funding by foundations. The "Foundation Finder" allows you to look up very basic information on foundations. You can also subscribe to The Foundation Directory Online. This comprehensive database provides foundation funding priorities and past grants. (this requires a sub fee)

Grants.Gov: This U.S. government website has lots of useful information for nonprofits, including announcements of federal grants. See also What Grant Writers Need to Know for more information about government grants.

Take a look at this list of grant makers in African countries. (Brief description)

Tips for grant seeking in African countries. (Brief description)

Best Practices

“Clear definition of the scope of your program or activity.”

“Definition of the need for your project. Which will be the potential impact on the community served?”

“Clear definition of your program’s connection to the grantmaker’s goals and values.”

“Don’t forget to add the program budget spelling out income and expenses.”

“Identify how much money you need and your plan for raising it and lay out how much has already been committed (note: it’s a lot easier for a funder to commit money to a project that is partly funded than 0 percent funded).”

“Be clear about what success will look like and how you’ll know it has been achieved.”

“Get your organization’s financial statements ready.”

¹ This option requires a monthly subscription fee

“Beneficiary testimonials, articles, awards or recognition are bonus points”.

Events

The Big Event. “Make Your Next Fundraising Event a Great Success”

Holding an event is one avenue to get your organization to help fund a Program. This section includes event ideas, ways to spread the word through your community, and a checklist. Feel free to use this as a starting point, but we encourage you to be creative and use what best suits your organization.

Event ideas

- ✓ **Art/Silent Auctions** - folks can contribute anything from baseball tickets to homemade crafts and snacks.
- ✓ **Back-to-school kits** - Create backpacks or kits full of school supplies for sale, and let donors know that every 5 or 10 backpacks gives another child a book or library of books.
- ✓ **Bake Sale/BBQ**
- ✓ **Carnival** - Combine a little bit of everything for a fun-filled family event.
- ✓ **Cooking demonstration**
- ✓ **Dinner party** - At home, or even partner with a restaurant, letting them pitch in a portion of proceeds.
- ✓ **Fashion Show** - Dress to impress and have your models sport an African motif.
- ✓ **Garage/yard sales** - Display pictures of the school and post signs alongside encouraging visitors to pay what they want.
- ✓ **Get crafty** - Host a lesson and teach people to create something new or even theme it around your school. Sell on the side or at any of the above events.
- ✓ **Gift donation** for birthdays.
- ✓ **International food night** - Give everyone an opportunity to sample food from around the world and your school’s country.
- ✓ **Karaoke or benefit concert** - Donate to sing...or to see others sing.
- ✓ **Poker/casino night** - All proceeds to the kitty. In addition, include donated prizes guests can redeem with chips.
- ✓ **School or ballroom dance** - Donate to enter, have the DJ play your favorite song, or even throw in contests for best pair and best costume.
- ✓ **Sports/game tournaments** - from basketball to bingo to bowling.
- ✓ **Throw a read-a-thon**
- ✓ **Walk, run, swim, bike**
- ✓ **Wine/beer/cheese tasting**

Planning Checklist

Fundraising events can be a great way to raise money. Make sure your event is fun and profitable! You can use this Planning Checklist to help keep you and your event organized:

Before your event

- ✓ Build a team – determine how many people you'll need to help you with your event and recruit volunteers.
- ✓ Brainstorm event ideas beyond what is provided.
- ✓ Think and prepare the message that you want to deliver.
- ✓ **Tip! Set a goal that makes sense.** Set ONE goal and focus on that goal only. It needs to be a goal that is measurable and specific. Also, you must have a budget and stick to that budget!
- ✓ Consider any possible safety, accessibility and legal issues and plan accordingly.
- ✓ Find a suitable location that can hold guests.
- ✓ Create a budget plan.
- ✓ Pick your date and schedule your event.
- ✓ Promote your event.
- ✓ **Tip! Make sure you have a secure community of supporters already in place.** A large event is not always the one to do first. You may need to do a few smaller events so people can get to know you before throwing that huge gala.
- ✓ Secure corporate sponsors. You need to define your value, so you can clearly communicate why your organization is a good fit. Ask yourself the following questions: *How does your mission align with that sponsor's goals? Talk about the size and the demographics of the audience you'll reach. Tell potential sponsors how they will be featured and promoted at the event.*
- ✓ **Tip! Have different packages and sponsorship levels** to attract small "mom and pop" type sponsors as well as the big brands. Securing a sponsor starts with creating a relationship.

During your event

- ✓ Create your visuals.
- ✓ **Tip! Design a dynamic experience for your supporters.** Do something a little different. Encourage "out of the box" ideas but try to also educate your supporters also. Instead of your normal cocktail hour, create an "educational gallery"—showcase great photos and compelling stories about what you are doing.
- ✓ Assign someone to be responsible for handling donations.
- ✓ Tell your message through posters, photos and facts. Visuals can tell stories. See Appendix A to get these resources.
- ✓ Have fun, and don't be afraid to inspire! You're doing a great thing for a great cause so be sure to enjoy yourself too.

After your event

- ✓ Be sure to thank your donors **and cultivate your relationships.** A personal note always goes a long way and provides event attendees with additional opportunities to connect to and support your cause.
- ✓ **Tip! Make sure you evaluate your results.** After the event review whether you stuck to your budget. *Did more people sign up online or offline? Did you receive new donors? Were your corporate sponsorships successful?* Analyze the results of these questions and assess what worked and what didn't.
- ✓ Keep your community informed of your progress. You can send photos, email updates or directing supporters to blog posts. Others might be inspired to fundraise after your event and maybe hold more events.

Marketing & Communications

Promoting my event

Close Contacts

Start with those closest to you and tell them your story and why you're holding this event. Inspire them, and then encourage them to spread word.

Online Promotion

Using sites like Facebook or Twitter, or even contacting people through e-mail and text messaging are great ways to get the word out about your event. Ask your friends to forward the details of your event to their friends. If your organization has a Facebook page or a Twitter account, try to get friends and influencers to re-tweet your Twitter updates or like or share your Facebook posts.

Posters

Posters help to quickly connect your event attendees with the fundraising objective.

Media

If you're planning a large event, you might consider contacting local newspapers, radio and TV stations. When you contact them, ask if one of their editors might be interested in doing a story in advance, covering your event or taking photos. Be sure to send a link to the story when contacting people to solicit donations and post on social media (Facebook and Twitter).

Tips & Tricks to Engage My Community

- *Share breaking news.*
- *Post calls to action. Online Promotion.*
- *Ask supporters to donate.*
- *Share stories, photos, and videos from events.*
- *Allow guest bloggers to share expertise and experience.*

Ask a community leader, activist or educator to write an article related to your organization's mission and programs. A blog can have numerous contributors!

- *Share stories from the field.*

If your organization has staff that travel or work in the field often, have them write blog posts sharing their experiences, observations and photos while on location. Again, nonprofit bloggers need to think of themselves as reporters.

- *Share your success stories.*
- *Interview experts, volunteers, donors and board members.*

Do a 10-question-and-answer interview and then post it on your blog complete with a photo of the person being interviewed. Simple and potentially very interesting

Social Media

Use your Facebook page, Twitter accounts etc.

APPENDIX II

READING PROMOTION ACTIVITIES (by Worldreader)

- Mobile Library – schools can individually, or as a collective effort, pool a small collection of books which can be brought to a selection of schools so that the students can access a variety of titles;
- Book exchanges – schools can come together to create a Book Exchange Programme where students read books and write letters to each other about the books;
- Book clubs – students form groups to read a book or a collection of books and discuss the storyline, etc;
- Reading competitions – internally (within the class or within the school) and externally (amongst several schools and across counties).;
- Individual debates or debating clubs;
- Activities for existing interest groups (e.g. mothers' groups, youth groups, group for football fans, etc);
- Activities around a certain topic, covered by select materials (e.g. careers, reproductive health, entrepreneurship);
- Connecting with the local radio stations to host topical discussions.

APPENDIX III

LIBRARY CONSTITUTION @Knowledge Empowering Youth (KEY)

LIBRARY CONSTITUTION 20 -- School

PREAMBLE

- We, the students of School
ACKNOWLEDGE the Constitution of the Republic of Kenya (CO) and
1 That the Constitution is the supreme law of the Republic and binds all persons and all State organs at both levels of government;
2 That school is a Government of organ that has the authority to establish the Constitution is not subject to challenge by or before any court or other State organ.
3 That the national values and principles of governance in the Constitution bind all State organs, State officers, public officers and all persons whenever any of them-
 (1) enact, applies or interprets any law, or
 (2) makes or implements public policy decisions.
4 That the national values and principles of governance in public officers and all persons whenever any of them-
 (1) patriotism, socialism, national unity, national cohesion, national sparing and exhortation of power, the rule of law, social justice, equity, social justice, inclusiveness, equality, freedom, human rights, (2) national dignity, human dignity, equity, social justice, inclusiveness, equality, freedom, human rights, (3) good governance, integrity, transparency and accountability which is the duty of every person to (4) social welfare and sustainable development, gender board, eradication of poverty and ignorance, (5) the promotion of all forms of education and the and the freedom to pursue the highest level of education according to merit and ability.
5 That, according to the Constitution -
 (1) It is a fundamental duty of the Government and on behalf of the Government to observe, respect, protect, promote and fulfill the rights and fundamental freedoms in the spirit of the Universal Declaration of (2) Every person has the right to freedom of conscience, religion, thought, belief, expression, speech (3) Every person has a right to be informed at all times of various important events (4) Every person has a right to be guaranteed under Article 17 of the Constitution of access to information required for the exercise of protection of a citizen's right or (5) Every person has a right to be guaranteed under Article 27 to protect Government property and to respect another person's property. (6) Every person shall be required by law to safeguard Government property and all property collectively owned by the people, to combat all forms of waste and (7) Every person shall be required by law to safeguard Government property and all property collectively owned by the people, to combat all forms of waste and (7) Every person shall be required by law to safeguard Government property and all property collectively owned by the people, to combat all forms of waste and who are masters of the destiny of their nation.
 We, the students of School also
1 ACKNOWLEDGE the supremacy of the Almighty God of all creation.
2 HONOURING those who govern our school:
 (1) PIOUS and determined to live in peace, unity and prosperity as students and alumni.
3 RESPECTFUL of school property, which is our privilege as students and alumni.
4 COMMITTED to contributing to the well being of our students, the school and the nation.
5 RECOGNIZING the aspirations of all Kenyans for an access to education resources, global competitiveness, human rights, equality, freedom, democracy, social justice and the rule of law.
6 EXERCISING our constitutional right to determine the form in the making of this Library Constitution
7 ADOPT ENACT and give the Library Constitution to CHAPTER FOUR: THE LIBRARY EXECUTIVE
 GOD BLESS SCHOOL.
 GOD BLESS KENYA

CHAPTER ONE: STUDENT RIGHTS

- The purpose of recognizing and protecting library student rights is to provide school constitutional rights and dignity of students to the school and to the community and to the realization of the potential of all students.
- Every student is entitled to -
 (1) access the library at free time and pre periods in accordance with sufficient reading and reference material and technology in the library for adequate school-related research, to become a proficient reader and a life-long learner, and to advance their academic education, which includes the right to access books and past certificate of Secondary Education
 (2) to access textbooks and reference books
 (3) to access daily news and vision resources
 (4) to have adequate seating
 (5) to have adequate lighting
 (6) to have adequate ventilation
 (7) to have the environment protected for the benefit of present and future generations.
 (8) to have the library self-sufficiently.
 (9) to have adequate seating
 (10) to have adequate lighting
 (11) to have adequate ventilation
 (12) to have the environment protected for the benefit of present and future generations.

CHAPTER TWO: GOVERNANCE AND LEADERSHIP

- Every student has the right to participate in the running of the library, which includes the right -
 (1) to form a governing body,
 (2) to participate in the selection of action and non-action books;
 (3) to submit requests of and concerning the running of the library;
 (4) a national right to an open forum to discuss issues of and concerning the library;
 (5) the right to monitor each other in the library for the benefit of the school and the community;
 (6) the right to report any other student who violates the benefit of present and future student generations;
 (7) the right to appeal library infraction before the Library Independent Body.
 4. Every student has an obligation to respect, uphold and defend this Library Constitution

CHAPTER THREE: LIBRARY REPRESENTATION OF THE STUDENTS

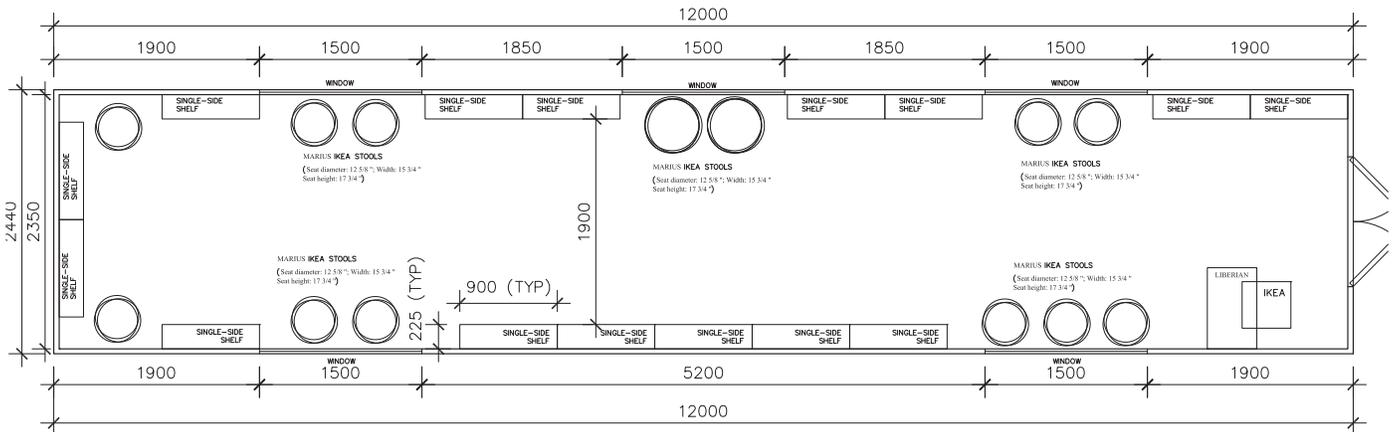
- There shall be -
 (1) a library council
 (2) a minimum of 14 Members of the Library Council:
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APPENDIX IV

LIBRARY LAYOUT AND DESIGN

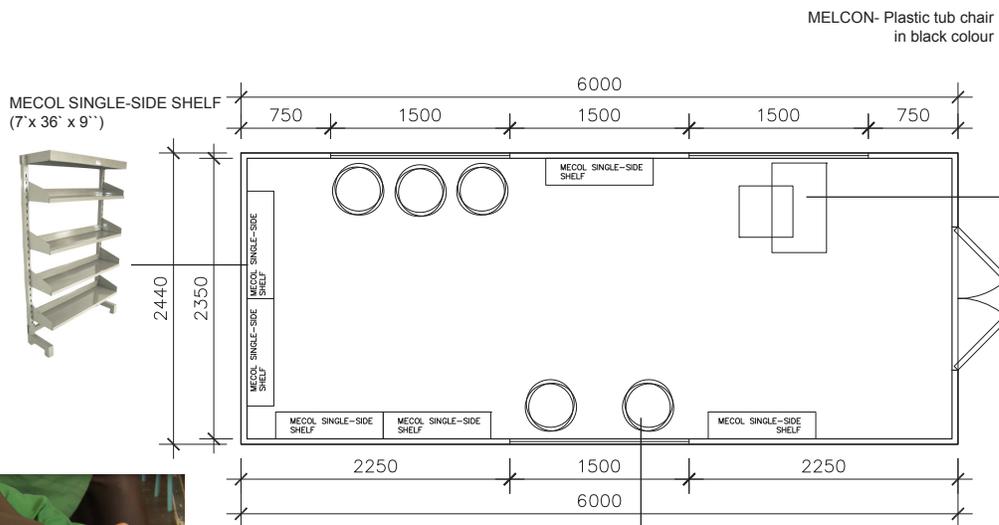
Designed by
Chapi Chapo Design, Toronto, and Eryll Sharma, Nairobi,
for Knowledge Empowering Youth (KEY)

Container Library



40' CONTAINER
Hope Primary, Kakuma Refugee Camp

TOTAL SEATS: 50 STOOLS



20' CONTAINER
Muskut Primary, Kerio Valley

TOTAL SEATS: 20 STOOLS

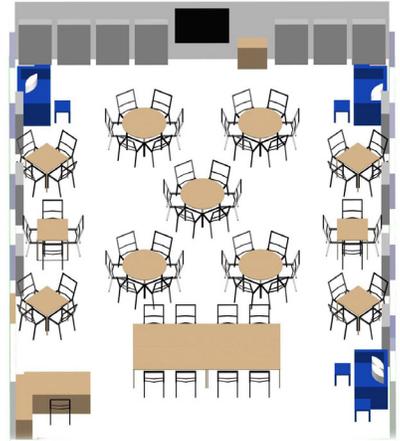


New Build

NEW BUILD
Starehe Girls Centre



15 300 (mm) x 10 450(mm)

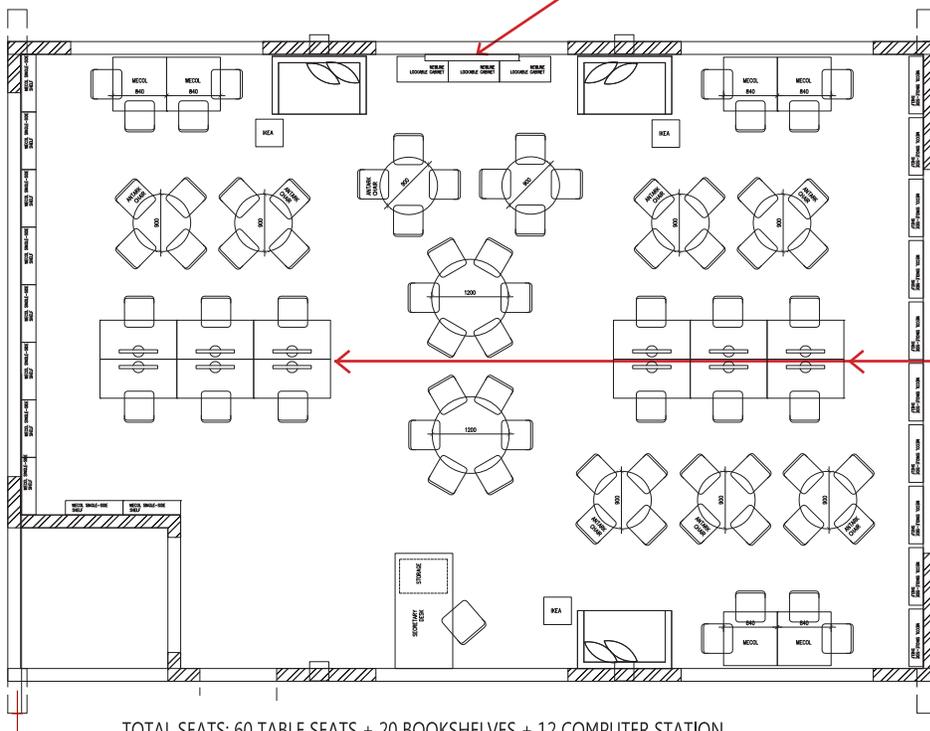


SMART Board

Desktop Computer Area

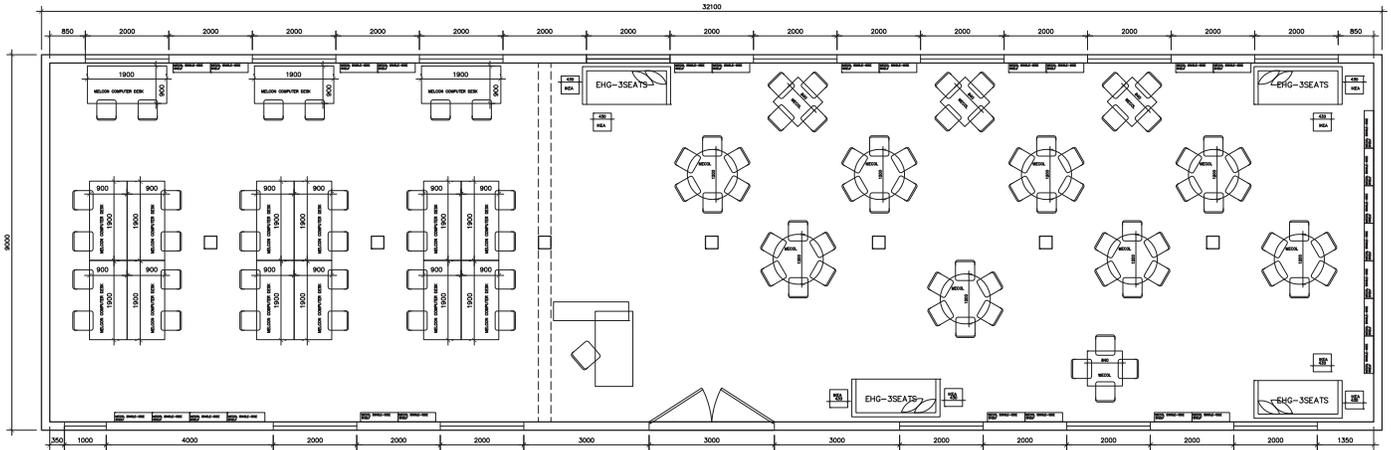


Antarc, Mata Stackable Chairs
MFG05 Size 6



TOTAL SEATS: 60 TABLE SEATS + 20 BOOKSHELVES + 12 COMPUTER STATION

Upgrade to Existing Space



TOTAL SEATS: 100 TABLE SEATS



Metkei Secondary School



MECOL Round table 48" diameter/ 725mm high w/ wood top and black metal base



Antarc chair - MF G05



NEWLINE-EKO 80cm Lockable cabinet 800cm length/400 width/ height 800cm



Hilline- 2 seater sofa 1,470mm length/905mm width/ 780mm height

Ikea Lack side table in blue colour



MECOL- SC7 school chair, metal frame



MECOL-Square desk w/ wood top and black metal base, 840x840x725mm

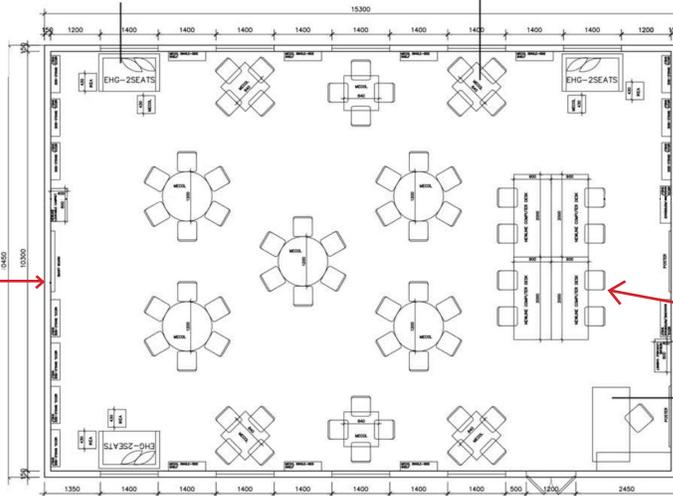


Antarc chair w/ arms - MF GS05A

Desktop Computer Area



MECOL DSP - L-shape desk, DK002 w/ wood top and silver grey metal legs and storage

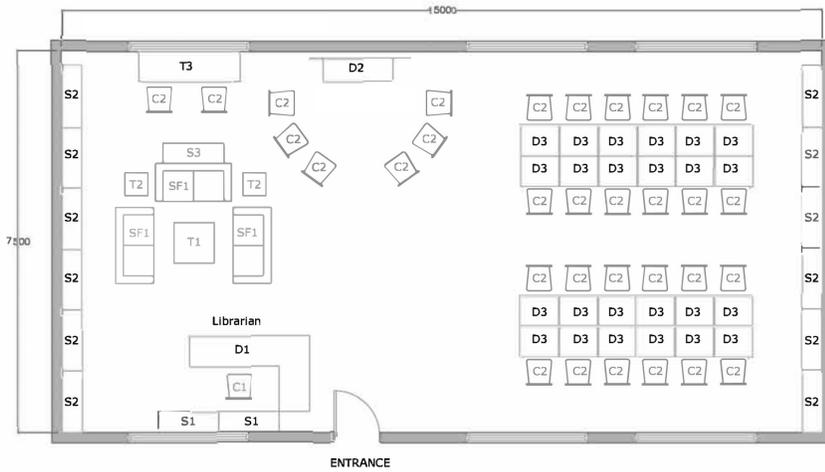


15 300 (mm) x 10 450(mm)

TOTAL SEATS: 54 TABLE SEATS

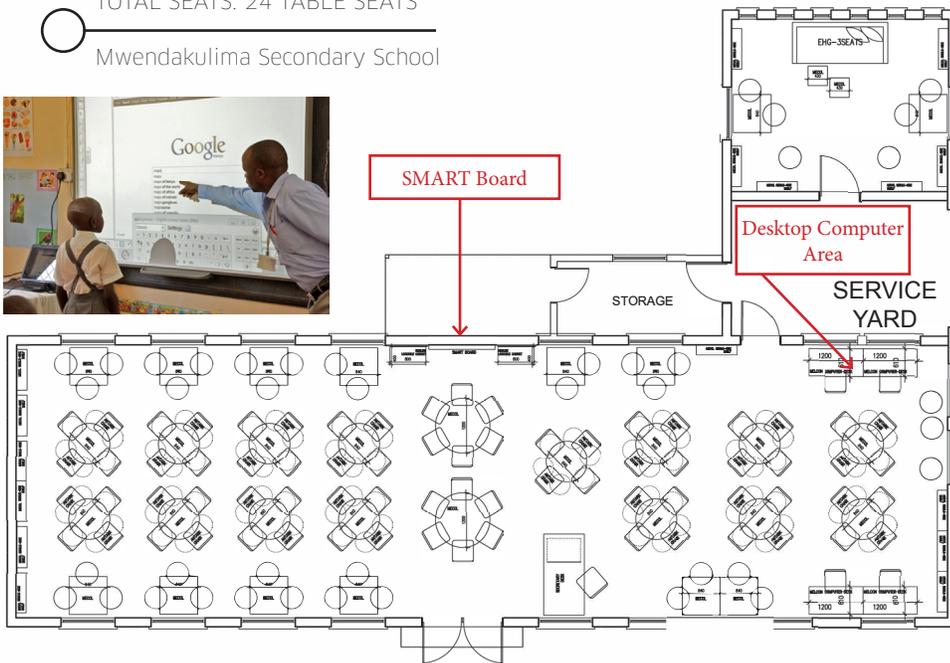


Upgrade to Existing Space

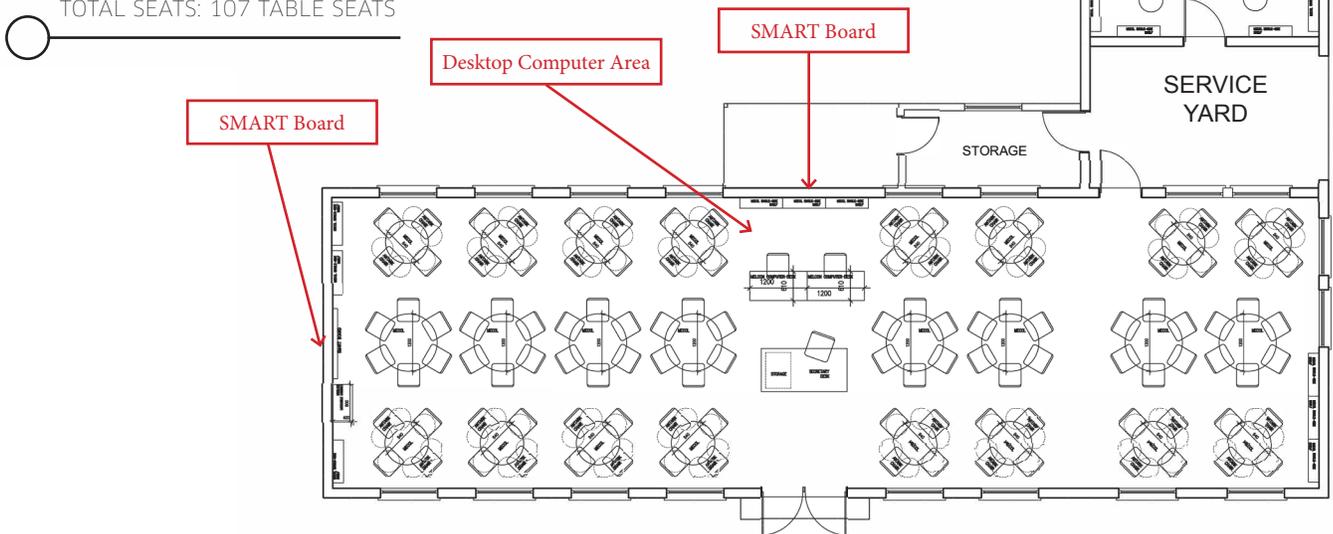


TOTAL SEATS: 24 TABLE SEATS

Mwendakulima Secondary School



TOTAL SEATS: 107 TABLE SEATS



TOTAL SEATS: 107 TABLE SEATS + 2 COMPUTER STATION + LIBRARY LOUNGE



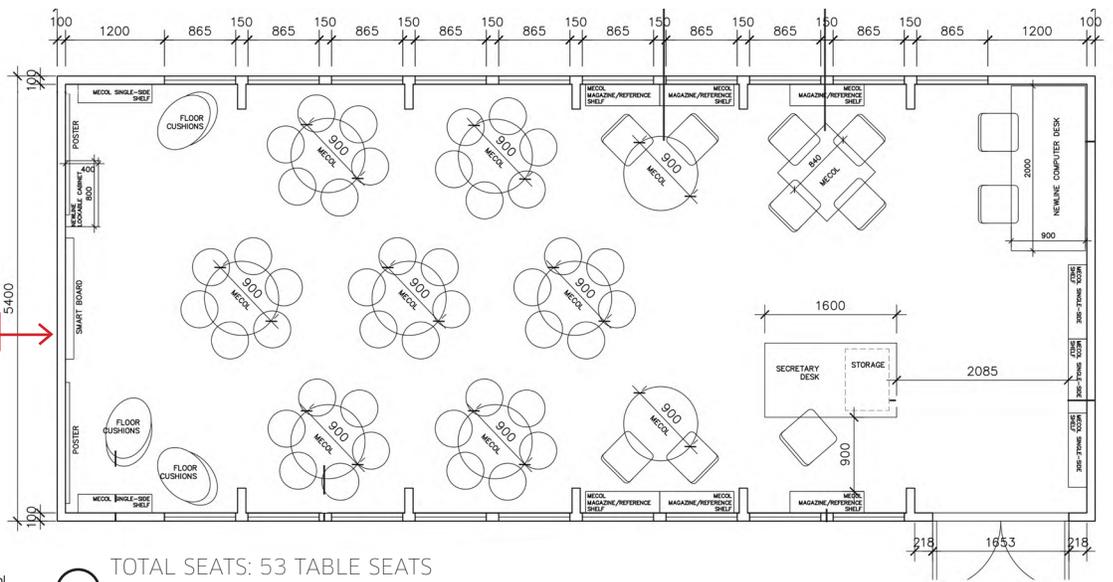
New Build



SMART Board

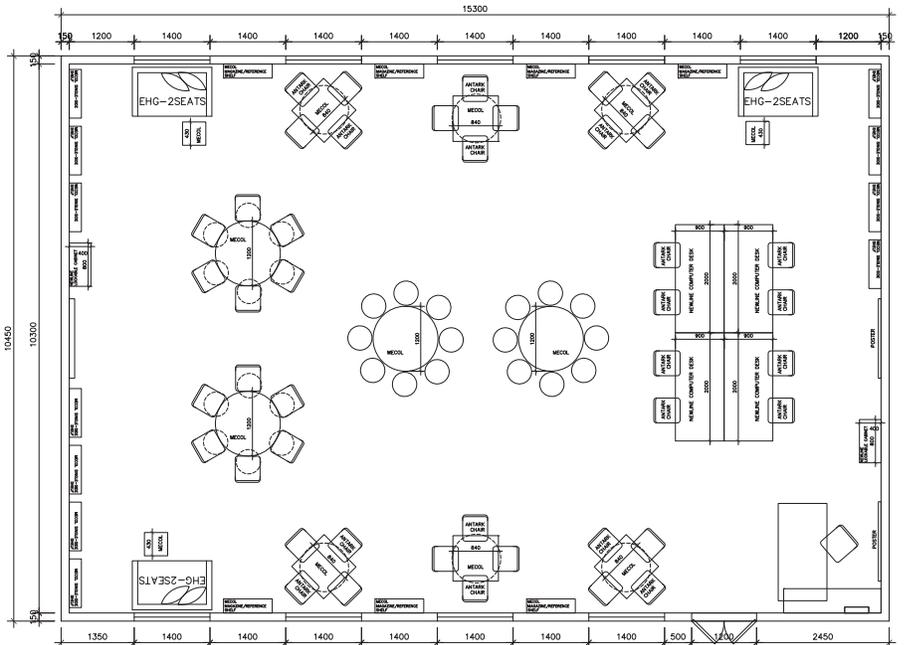


Ikea Marius stool in black and red-

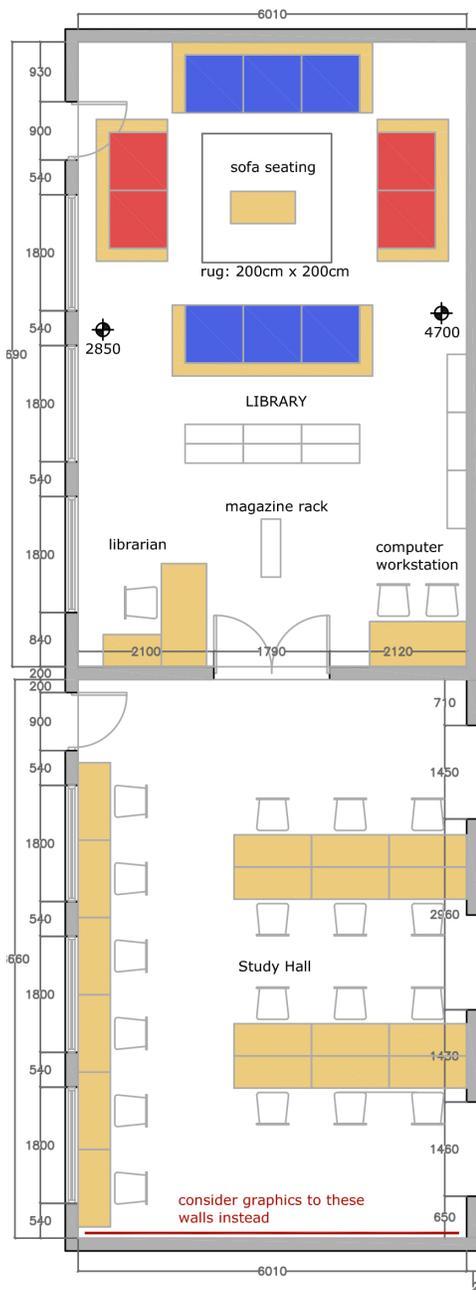
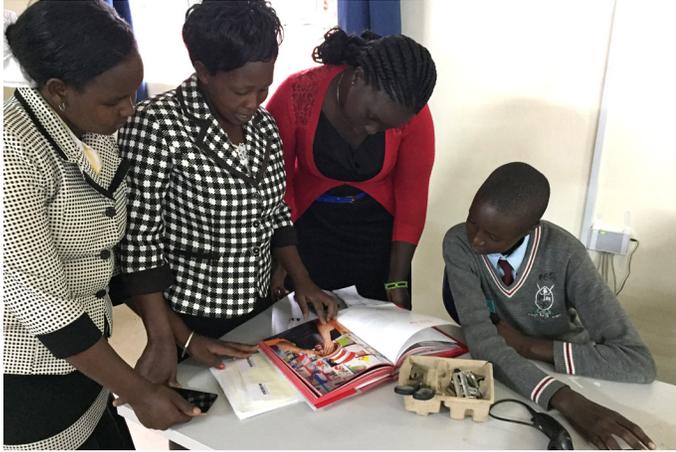


TOTAL SEATS: 53 TABLE SEATS

Illital Primary School



Upgrade to Existing Space



St. Patrick's High School Iten





Gundua Primary
Upgrade



Nakuru Girls High School
Upgrade



Kisaruni Secondary
Upgrade



Isiolo Girls High School
Upgrade



Sesia Primary
Upgrade



Itilal Primary
Community library



Bright Girls Secondary
Classroom library





Bright Girls Secondary
Unique library



Fluorspar Primary
New build



Nairobi Primary
Upgrade

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