INSTITUTIONALIZATION OF COMMUNITY LIBRARIES IN THE SLUM COMMUNITIES OF KAMPALA: A PARTNERSHIP ANALYSIS

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Abstract

Reading is a key evidence based intervention for child development besides play and home visiting that enhances language and vocabulary acquisition. However, literacy acquisition for quality education remains a threat to global development. Such is not only attributed to absence of public or community libraries that are the key gatekeepers to reading; but this situation is worsened by their none-existence, mismanagement and absence of reading initiative. In partnership with Children International in Uganda, Makerere University, East African School of Library and Information Science (EASLIS) and, other stakeholders; a community reading programme was initiated in the slum communities of Kampala. This was intended to institutionalize community library services to serve the urban poor children deprived of the right to access information (reading materials) given the environment and their settlement patterns. Using applied research, participant observation, document review and reflective community meetings data was collected about this programme. The focus was on primary activities such as reading literacy programme in the urban poor communities of Kampala, i.e. 8 reading tents, 2 community and 4 mobile libraries were established. In this partnership 10 university volunteers were trained and approximately 1543 children were reached. Peer to peer mentorship, exchange visits and learning were initiated; increased school attendance and enrolment were realised and partner involvement with organisations like Kampala Capital City Authority, National Library of Uganda was started for sustainability of the programme.

This paper will present experiences, lesson learnt and challenges in partnership to institutionalize community libraries for reading in the urban poor communities of Kampala.

Key words: *Reading, Literacy, Library partnerships and Institutionalization, Community libraries and Slum communities*

Introduction

All over the world, libraries play a key role in creating literate environments and promoting literacy by offering relevant and attractive reading material for all ages and all literacy levels. They assist in finding, using and interpreting appropriate information that opens up opportunities for lifelong learning, literacy enhancement, informed citizenship, recreation, creative imagination, individual research, critical thinking and empowerment in an increasingly complex world (Krolak, 2015). A library is defined by its role in information provision. Literacy is a key factor in ensuring development of a country, if a country is not literate, it will impact on the development of that country. Uganda is one of the developing countries located in the eastern part of Africa. According to the 2014 estimates, Uganda's population has been growing at an annual rate of 3.2% to the current 30 million people while the urban areas have registered an annual rate of 5.1%. At this rate, Uganda will have a population of about 68 million by 2035, 30% of which will be in the urban areas. Uganda is among the top 10 countries with the highest fertility rates and the third highest rate of natural population increase in the world.

Currently, the government of Uganda has put in place policies that are better targeted to the urban poor. Notably, the Ministry of Gender, Labour and Social Development has created the Secretariat for Orphans and other Vulnerable Children (OVC), as well as the Ministry of Housing, Labour and Urban development which in turn created the National Slum Upgrading Strategy and Action Plan. However, these cannot fully achieve their objectives without considering the role of education in improving literacy. According to Uganda Bureau of Statistics, the literacy rate among persons aged 10 is 73 percent in 2009/10. Kampala, the capital city had the highest literacy rate (92%) compared to other regions. But most of these children, even though they attend school, they end up performing poorly because they do not know how to read and write.

So, several initiatives to try to improve literacy levels in Uganda have been devised. Such include; two relevant policies: the Language Policy in Education as articulated in the Government's white paper on Education (Republic of Uganda 1992:15-16) and the Policy of Availability of NTBRNs. Parallel to government efforts to boost literacy in primary schools in Uganda, there have been other interventions by various organizations that are intent on addressing reading and literacy problems among Ugandan school children for example National Book Trust of Uganda (NABOTU) in association with the Reading Association of Uganda (RAU) have set up many reading tents and activities throughout the county. Several Non-Governmental Organizations have also been involved in the same drive. However, as noted earlier, there are many gaps in ensuring that all these programs are fully utilized and that they benefit the

people of Uganda, specifically those in urban areas in Uganda. In addition, Uganda is one of the signatories to the Lyon Declaration on Access to Information and Development of 2014, which notes that access to information, supports development by empowering people, especially marginalized people and those living in poverty. Thus the need to appreciate the role libraries can play to enhance literacy towards the development any country.

Quite often, it is reported that, there is lack of a reading culture in among children in many developing countries. This is attributed to poor reading culture in our communities. Thus African societies have been labelled with phrases such as an oral society or one that lacks a reading culture (Mulindwa, 2001). However, the underlying causes to this situation go without a mention. But there is a need to create a favourable conducive climate to nurture the desired reading outcomes for child wellbeing and development outcomes of which libraries should be placed front to this play (Abidi, 1991, Kigongo-Bukenya, 1999 & Sangakeo 1999). Abidi (1991) asserts that the educational aims of the school library should include the encouragement of a reading culture to develop independent reading among pupils and giving social training to young children; unfortunately, there is no national school library policy in Uganda and school libraries in Uganda have been neglected for a very long time; as a result, libraries frequently did not exist or are inadequate in the schools that have them (Kigongo-Bukenya, 1990). These observations are not different in the communities of Uganda and more lacking in the most vulnerable communities.

So, Sangakeo (1999) emphasises the role of a librarian in a sense that, librarians should help develop among the readers a pleasant and positive attitude towards reading. However, this remains challenging since most times in housed waiting for the readers to access the services. Nalusiba (2010) emphasizes that, librarians have the responsibility and opportunity to go out and tell the public about their collection and find out the reading materials the public would be interested in reading in order to attract people to use the library. Generally access to relevant reading programmes is still a challenge in many African communities. Amadi (1981) stated that libraries in Africa needed to be adapted to the communities and societies they intended to serve and pay greater attention to information packaging and presentations in order to achieve full maturity and effectiveness of library services. This necessitates the urge to make users feel involved, that is, to make them feel that the library belonged to them (Issak, 2000). Tedd & Hartley (1999) affirm that libraries remain potentially the strongest and most far-reaching community resources for life-long learning. In particular, Tedd & Hartely emphasise that public libraries do not only provide access to information, but also remain crucial to providing people with the knowledge necessary to make meaningful use of existing resources. Whereas Julien & Anderson (2002) & Julien, (2003) confirm that public libraries provide

a bridging gap for the application of the ICT infrastructures in promoting information literacy among the population, especially for local communities.

Therefore, integrated Libraries services provide a significant point of access to information by the public at minimum cost (ARCL, 2006). In addition, libraries play a key role in satisfying people's demands for information in contemporary society so as to improve on their literacy. Governments around the world have recognized the critical role of public libraries in developing the information literacy skills of their citizens (Harding, 2008). However, public libraries require financial, ICTs and internet facilities (Harding, 2008). Indeed as pointed out by Julien & Hoffman (2008), public libraries have been used as appropriate sites to implement Community Access Programs (CAP), an initiative which aims at providing affordable public access to the Internet with the view of providing the skills needed by information users to access Information Literacy training programs. Whereas community libraries are acknowledged as important source of literacy, their absence in a rural and hard to reach communities requires urgent collaborative stakeholder's engagement to support this cause.

Libraries play an important role in providing a wide range of reading materials free of charge to parents and children who cannot afford to constantly buy new material. School libraries exist but unfortunately many children learn only the technique of reading at school and often do not experience anything more challenging than textbook based learning. To avert such challenges, Children International in Uganda and its development partners initiated the integration of library services in urban poor communities of Kampala within the social context to facilitate lifelong learning. Libraries are appreciated as open gate ways to nurturing literacy with the application of Information and Communication Technologies (ICTs).

Literacy is defined as one's ability to read with understanding and to write meaningfully in any language. The ability to read and write is an important personal asset, allowing individuals increased opportunities in life. A literate person can read and understand basic instructions that may be written on some of the items that households use on a daily basis. Literacy is a key factor in ensuring development of a country, if a country is not literate, it will impact on the development of that country. Children need to be introduced to reading and literacy at an early age. This will enable them become lifelong learners and also improve their literacy levels. When children are introduced to learning when young, they certainly end up being readers. In addition to the skills they learn from school and at home, they also can become literate by learning how to read using the opportunities that are around them, one of which being libraries. There is need to ensure that libraries are made relevant to Ugandan situations and fit to meet respective community's needs.

It is unfortunate that in many developing countries network of community libraries is not well developed and it is lacking. Therefore, community and public libraries support information literacy skills through a number of interventions including adult education as a strategy for lifelong learning. Community libraries have a capability of providing access to information and offering training courses to improve people's information literacy skills. Libraries play an important role in literacy, and if community libraries are properly empowered and supported, it helps in achieving the development of a country. This paper is based on a study carried out on box libraries in slum areas in Uganda. It provides key experiences, activities carried out, challenges, benefits and recommendations. The study was based on participant observations and interviews with children, community members, volunteers and library committees.

Problem Statement

Even with the increasing literacy interventions in Uganda, the country is still facing challenges of illiteracy. Several initiatives have been started to improve literacy in both urban and rural areas in Uganda but there is no proven evidence of the role that these interventions play in communities and whether they have been able to benefit the communities where they are located. There is therefore need to find out the impact of such initiatives on literacy development in urban areas and also put in place strategies to ensure that community libraries can play their rightful role in improving literacy in slum areas in Kampala.

Methodology

The purpose of the study was to assess the Institutionalization of Community Libraries in the Slum Communities of Kampala and establish the role of key partners in support of community libraries located in slum areas in Uganda. Specific objectives included: Establishing the communities skills and knowledge acquired in managing community libraries, explore the community systems to delivery library services through collaborative partnerships with stakeholders and ascertain the impact of training, mentorship and supervising community volunteers in running community libraries and reading activities. The study was carried out in Kampala district in the urban slums communities that had benefit from the program. Such communities included Katanga & Makerere kikoni 11 slum –Kawempe, Makerere Kikoni- Lubaga & Makerere Kivulu- Central Kampala Urban City Authorities.

The population of this study involved both direct and indirect beneficiaries; the direct beneficiaries included children who participated in the reading tents, reading clubs and support the community box libraries. Participants were

purposively selected since they had benefited from the activities. Purposive sampling was used to target population which was used to select elements to participate in the study. The researchers used their own judgment about which respondents to choose and selected only those who best met the purpose of the study. According to Bailey (1994) a researcher uses his /her own judgment about which respondents to choose and picks only those who best meet the purpose of the study.

Eighty (80) children were interviewed with the view to obtain their feeling about the reading activities. They were requested to expense their feelings in writing and drawing. Moster & Kalton (1997) described interview as conversation between the interviewer and the respondents. The researchers used in-depth interview in order to obtain detailed information for the study by interviewing children, parents and volunteers with a view to finding out the contribution, practices and challenges they engaged in as they support and utilise the activities. Besides the interview, the researchers undertook participant observation as methods of research. They directly participated and supported all the activities during the reading tents, reflective community meetings, reading days and book box libraries. During these events they interacted and took part in the activities like the beneficiaries. Participant observation was applied where the research actively participated in the programme activities and interacted with the beneficiaries routinely. This provided the researcher with in depth understanding of parents and children's reading needs and habits. The researcher noted the behaviours of children towards the interaction with the reading materials, parents and community participation and support offered to the children. This provided an opportunity to document and pick feeling and verbal quotations from the beneficiaries.

To further detail the findings, in-depth interviews were conducted with the key stakeholders who also participated in the community activities. Those who participated in the interviews included volunteers on the library committees, teachers, stakeholders and student volunteers from Makerere University as well the programme staff from Children International in Uganda.

Twenty (20) parents who had children participating in the activities, fifteen (15) volunteers who were facilitating the event mainly teachers and Makerere University volunteers were interviewed. Also the researchers used document review specifically related to this intervention since it was applied programme to obtained detailed information. This provided with contribution, best practices and challenges of the intervention. There was review of interventions activity reports, quarterly and annual report as shared by the organization.

Significance of the Study

The study will be relevant to institutions that are involved with communities since they will learn how they can improve literacy through developing community libraries. Academic institutions that are involved in LIS education will also understand better the role that community libraries should play in improving literacy levels.

The study will provide useful information to educators and trainers, researchers, students, practitioners, policy makers, civil society, and international development partners who have an interest in literacy and information work. This study will be of interest to development partners and other stakeholders involved in literacy initiatives.

Presentation of Findings

Children International in Uganda in partnership with Makerere University initiated a reading literacy programme in the urban poor communities of Kampala, in a deliberate effort to promote reading for children in the urban poor communities of Kampala district and building on the core text book donation programme of Children International in Uganda. A joint partnership with Makerere University East African School of Library and Information Science (EASLIS) was sought toward this drive. In this drive, a key stakeholders mapping was done to explore the possibility of attracting partnerships for sustaining these interventions. Partnership was built from the community level to national level. The focus was on leveraging resources to ensure efficiency and effectiveness to implement the programmes. Nassimbeni & de Jager (2016) explained that, to service the underserved population like the blind in South Africa, a decentralised approach was adopted, by locating new services in established public libraries in rural communities to specifically promoting new services to visually impaired potential users. This explains the approach that was adapted by CI and its partners where several spaces within the slum communities were identified for staging the reading activities so as to reach out the most vulnerable.

Reading Promotion Activities

According to the project reports, 8 reading tents were held within the communities, four book libraries were established with the trusted households of committed community members. 5 one-day reading tents were held in these slum areas. During these events, all children from the nearby community were invited to participate. Key activities in these were reading, storytelling, singing and dancing, reading competitions, reading circles, word games, debates and quizzes and creative work like clay moulding, art work and outdoor and indoor games. Like one famous quote that, *"a reading tent removes fears of books from*

the children". Such a testimony demystifies the saying that, African do not read or don't like reading. It is important to building the confidence to allow children interact with reading materials at an early age, in addition to creating opportunities to ease access to reading services. Figure 1 below shows evidence of one of the reading activities carried out in one of the slum areas in Kampala.

Figure1: Children participating in reading tent activities, *'reading insn't reading a text'*. Photo by Kyalingoza Ronald

A total of 1,543 children were mobilized and participated in the reading tent activities.   The table below shows participation of the children in the activities according to zones.

Table 1: Children participation in the Community reading activities:

Communities	Place held	No. of Participants
Kikoni Zone	West Valley Primary School	320
Kiwunya Zone	Children International Site	232
Kivulu Zone	Grace Primary School	361
Nakulabye Zone 9	Children Center	219
Makerere 2 Zone B	Remy Infants	187
Total		1,543

Book Box library establishment
The programme Manager, CI is quoted saying *"most time reading activity are one off activities that, chill the thirty of those in need of reading materials, there is no continuity in supporting the communities to continue with the reading activities."* Therefore, in every community where the reading tent was held, a

community book box library was established with a donation of various reading materials. Reports revealed that, box libraries were set up and each community given a total of 1200 books. The box libraries included; Katanga, Makerere West, Kikoni and Arali Community Box Library. For each box library, a community leader (Local Council 1) was also attached to be in charge of the books. Then several issues were also agreed upon on how and when these materials were to be accessed.

Figure 2 below shows officials from organisations officiating upon the donation of books after one of the reading activities.

These libraries were also offered a borrower's book so that books can be borrowed once a week and during the holidays. LC Chairperson in Makerere Kinoni noted that *"the activity does not only promote reading but a child protect event for our children who would be in the community watching movies or collecting scrap"* He further emphasized that, identifying spaces where the reading tents would be staged was not so hard since the owners of this land too accepted and loved to host the children. This approach was based on the knowledge that the many disadvantaged people who were not taking up library services, did not recognise that libraries and library services could be intended for them as well as for sighted readers. The new approach to delivery required collaboration among three spheres of government: national, policy makers, local leaders, communities, parents and children.

Figure2: Community book box library donationto Katanga; left Director National Library of Uganda & Right Commissioner Community Development & Literacy Ministry of Gender Labor and Social Development.

Photo by Kyalingoza Ronald

Establishment of Community/school libraries

In partnership with the community schools, two libraries were set up. This was intended to reach out to the children with adequate reading materials at school as well as, just in case one could miss out on opportunity to use the community book box libraries. According to the reports, these libraries were established at Grace Fellowship Primary School and Makerere West Valley Primary School. The library volunteer reported that "they would be accessed by the members of the schools but during weekends and the holidays these would be accessed by the community members". One teacher at Makerere Kikoni lamented that *"parents and community members too have access to these libraries"*. The libraries were furnished with books, toys, additional materials like mats, furniture, chats and the libraries were fully painted and furnished. Staff at CI noted that, reading promotion is not only about reading the text materials, as well as ensuring that one can tap into existing resources for such foundations. In taping into community resources, for instance one library teacher was also appointed to be in charge of the library, they would be volunteering to do this in addition to their usual teaching role as reported by the Head teacher. This agrees with findings by Bazzoli (1997) who noted that, ongoing development of the library services may include the importance of the library to local teachers, and the impact of the library on classroom activities and learning; differences in the reading habits of boys and girls who use the library and some possible reasons for those differences; and how the collection of reading materials in local languages and about local situations might be key in terms of community libraries and the development of a reading culture elsewhere in Africa.

Capacity building

In partnership to ensure institutionalization of library services in the urban poor community of Kampala, several capacity building activities were undertaken as reported by the various participants. The capacity building was built on leveraging resources and strengthens amongst partners. It was revealed that a series of trainings were conducted for both parents, volunteers, teachers and children to access and use the library services. These orientations were conducted in partnership with Makerere University school of Library Science, National Library of Uganda, Library and Information Science Association. It was observed that, a democratic library committee was selected with support and guidance from the technical group and CI Uganda. Following the selection of the committee, trainings were held. Below are details of committee members that were trained to support on delivery of services to children.

Table 2: The table below shows the number community members that were trained to support on delivery of services to children

Community	Training Venue	No. of Participants
Kikoni Zone	West Valley Primary School	52
Kiwunya Zone	Children International Site	53
Kivulu Zone	Grace Primary School	51
Nakulabye Zone 9	Children Center	23
Makerere 2 Zone B	Remy Infants	45
Total		224

It was observed that, 5 committees were set up in Kikoni, Kiwunya Zone, Kivulu Zone, Nankulabye and Kikoni Makerere 2 Zone B and offered trained as manifested about, a total of 224 volunteers were trained. They aimed at stipulating the roles of these committees with focus to increase use of the box library; organize activities to attract children to read; support the library; to involve the community; to get assistance and to work with the leaders. Membership to these committees comprised of: Librarian/custodian of the books, Teachers, parents, LC/leaders, Youth, and a student representative. Structure of the committee was: Chairperson, Vice Chairperson, Secretary, Treasurer, Mobilizer/Publicity Secretary and a member in charge of welfare Affairs. So as to ensure continuity of the service delivery to children, several ongoing mentorship and supervision activities were offered to the library committee. This included orientation meetings for Library committees. It was reported that 5 sensitization meetings were held with these committees in duration of a year for each library committee.

During orientation, the members were reintroduced to: purpose of the box library, materials found in the library and general library work like accessioning cataloguing, circulation, stock taking, jacketing, and security of library materials. *"Orientation meetings, were hands-on training conducted for committee members and children were involved in the stamping, jacketing and accessioning of materials"* reported by the trainer. This was done to ensure that they can continue with the work even after the training since they would know the routine activities carried out in a library. As part of the capacity building activity, library committee member reported that library visits were conducted in order to learn and share experiences amongst themselves but also with other communities' libraries like Nurture Africa, located in Wakiso District. This provided them with an opportunity and to share ideas, asks questions and plan on how they would apply the same lessons in their own libraries. Also sensitization talk for the members of the Five Box Library committees was also conducted. A professional Librarian from the National Library of Uganda

presented a talk on the value of reading and what benefits a library can have for the community. She shared her experience through the several tents they have held and since NLU has worked with the community before she was able to sensitize the participants. They were also able to ask questions especially to do with how to manage a community library and how to encourage children to read.

Partner and stakeholders mapping

Many times' development partners implement interventions but sustaining them after the life span of the programme as always has its challenges. Sustainability is constrained by lack of adequate financial resources, manpower and infrastructure. Though Children International in Uganda provided funding for, training and setting up and monitoring the library activities in the slum of Kampala, CI was cognizant of the existing government, community and political structures to ensure buy in and support of the programme across board. In this attempt therefore to ensure programme sustainability, Children International in Uganda, indentified both the boundary and strategic partners for implementation of the program. During the implementation process Key partners who were identified and significantly contributed to the success of the programme.

- Makerere University, East African School of Library and Information Science – technical support and overall monitoring of the program. Technical support include: training the committees, setting up and library and monitoring the libraries.
- National Library of Uganda: National mandate of ensuring the adherence to quality standards, provision of resources, guidelines and inspection by the staff.
- Kampala Capital City Authority – It is mandate of the city authority to provide reading spaces for all children and adults regardless their backgrounds. In close collaboration, co funding children activities and allocation of spaces for running community reading tents. They further provided follow up activities, among others.
- Uganda Children Writers & Illustrators Association: supporting the identification of young authors, participated in the mentorship and support of parents to develop the reading skills of their children.
- Uganda Library and Information Science Association: This was facilitated with guidelines and supporting the library volunteers during this work. The library association further provided guidelines on training.
- Local leaders, parents and communities: They were key secondary beneficiaries for the intervention. They supported with mobilization, sensitization and management of the community library services. They

provided security and spaces for establishing the book box libraries and where to stage the community reading tent.

- Children: were the primary beneficiaries, they participated in the activities and directly supported the implementation of the key activities. This created ownership and ongoing support to this intervention to date.
- Ministry of Gender Labor and Social development: this was mother ministry responsible for children affairs, it houses the National Council for the Children but also responsible for community literacy activities. Such partners were to advocate and supported the operationalization of community library services.

Discussions

During all these activities discussed above, several benefits and challenges that the committee members, parents, teachers and children presented. From the interviews held, and through observation and sharing of experiences with various stakeholders, it is evident that the libraries that had been established in their communities had been of great benefit. Most of the community members said that it helped them improve reading for them and their children. Some parents even said that before the libraries were established, they did not know how to help their children with their homework but with the establishment of the libraries, monitoring and helping their children with homework was much easier. Some said that it helps their children to socialise and use their time profitably. One parent said that before, their children would loiter around (since it's a slum area) but now during the weekends and during holidays, the library kept their children busy in a profitable way. Other benefits they mentioned were; it helps build their knowledge, it helps supplement on what the teachers have taught them in school; it helps enhance their spelling and pronunciation of words. It helps them verify what has been taught in class thus further exploration since it enhances understanding of what was taught. Another interesting benefit was that it helps them in engaging in constructive conversations and discussions, helps them get entertained and relaxed and also helps improve improves on child's talents e.g. drawing, reading etc. Others were: On site peer to peer mentorship amongst volunteers; increased school attendance and enrolment; improved reading in the communities and exchange visits amongst to share best practices

Some parents said they did not bring their children to the libraries because of: lack of awareness of the library; some are afraid of replacing or refunding books in case their children tear or lose them; some said some books are limited to classroom mechanics rather than those for self-help or exploration; Lack of study guidance, that is for some of the box libraries, there was no one to help

the children as they use the books; Others mentioned out-dated books. Some of the community members said that they do not know how to read and thus can't help the children to read the books.

- Lack of funds for purchasing library materials, i.e. stocking these libraries and monitoring these libraries.

- Lack of awareness on what libraries can do. Even with these libraries in place, many community members did not know about these libraries. Thus the need to let them know about these libraries and the role they can play.

- Inconvenient access times for the library. Some of these libraries were run by teachers who would also have their usual classroom duties so most times, the library would be closed and so community members would fail to access the documents in the library.

Conclusion

Community development is not easily attained in isolation but combination of more multiple partners plays a significant role. Important to note is that, there is willingness to collaboration in identifying community library needs and services, coordinating services, and reporting to the community, partnership participants showed less alacrity in joining forces to reduce redundancy and increase efficiency. Patterns suggests that organizations best benefit from working together on activities that maintain existing power relations and that have the potential to add prestige and attract new clients. Collaboration in these areas may be essential to building a foundation of trust that leads to future cooperation in more sensitive areas. Such has implications for ongoing development of the library services, including the importance of the library to local teachers, and the impact of the library activities and learning; differences in the reading habits of those who use the library and some possible reasons for those differences; and how the collection and development of reading materials is relevant to beneficiaries as well as other activities that can be integrated and about local situations might be key in terms of community libraries and the development of a reading culture elsewhere.

Recommendations

- Local ownership of the programmes to create demand for services: Parents have a role to play in ensuring that these libraries are utilised: There is need for a sense of ownership i.e. the children and the parents; They need to inform the others who are not aware of the use of the library i.e. publicity at every opportunity, for example at school, parties,

speeches, workplaces etc. and the need for coordination amongst parents in regard to usage.

- Promotion of the local publishing industry and youth authors: It's important to invite some local authors who would read some of their books to the children. Children can then relate with such books since the examples are easy for them to understand and the language also simple. But also this will motivate child to write their own stories, it is likely to boast the local publishing industry.

- Contextualization of reading activities and library services. This will help to meet the demands of the various stakeholders and improve on the quality of services being offered to the communities. More activities should be held especially those that encourage reading e.g. word games. More involvement of partners both national and international to build more libraries and also monitor such libraries.

- Advocacy and campaigns are important: Partnerships are built by strong advocates, but this skill is lacking among librarians and information service providers. For instance there is need for more government support for these libraries. Some of the schools in slum areas were UPE schools but they didn't even have basic materials in their schools. The government should ensure that more relevant materials are provided in these schools. More sensitisation for parents and children in order to understand the role of education and thus the role of reading and literacy.

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