

THE ROLE OF BUSOLWE COMMUNITY LIBRARY IN IMPROVING THE CHILDREN'S READING CULTURE IN LUNYOLE LANGUAGE

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Abstract

Reading in mother language plays an important role in children as it is the beginning of communication and consolidation of cultural norms. Busolwe Community Library is making an effort in improving the children's reading culture in Lunyole Language. The aim of this paper is to examine the role of Busolwe Community Library in improving children's reading in the Lunyole Language. The objectives are: to investigate why Busolwe Community Library was established; its activities in improving the children's reading culture in Lunyole Language; the challenges faced; the achievements made; and to make strategies for more improvement of the children's reading culture in Lunyole language. The paper applied a case study design and adopted qualitative research approach. The informants were purposively selected- two members of the Lunyole Language Association, the Librarian of Busolwe Community Library and the Director of Mangrove Primary School who was formerly the librarian of Busolwe Community Library. Data was collected through face to face interviews, observation of classroom sessions of children reading in Lunyole language at a selected primary school, and document reviews. The data analysis and presentation were through descriptive, narratives, quotations supported by illustrations.

Key words: *Busolwe Community Library; Children's reading culture; Lunyole language; Community libraries; Uganda*

Introduction

Although public libraries in Africa provide people with reading materials, they have not been successful (Mostert 1998). The alternative suggested by Dent and Yannotta (2005) are the community libraries, since they have shown great promise in providing communities with reading materials and other services. By the late 1960s it was realized by information professionals in Africa that there was a need of access to information by the rural communities which resulted into projects such as Village Reading Rooms in Botswana (Rosenberg, 1993). Sturges (1994) identified rural community-based projects that provided users

with reading services namely reading rooms in Tanzania. Regarding the establishment of the community libraries, Sturges (1994) indicated that they are organized and managed by local organizations such as churches, schools, community groups or individuals and have very close ties to the community. Additionally, they rely on donations from supporters to operate as opposed to funding from government. According to Philip (1980), one of the objectives of community libraries in Africa is to help the rural children and adults maintain knowledge gained from their education.

Rosenberg (1993) identified one of the models of rural community libraries as one that provides reading materials and advice to local citizens; and is supported by the community both financially and administratively. Kempson (1986) identified one of the guidelines for establishing community libraries as community information services which should be rooted in the community and be facilitated by members of the community. Stiwell (1991) suggested that the community librarian should live within the community, be known and trusted by the community members, and be able to identify and meet the community's needs. Thus the librarian will be able to re-package information, offer explanations and recommendations to library users. Some of the objectives of rural libraries as stated by Philip (1980) are to help rural children and adults maintain knowledge gained from their education; and to inspire members of the community to read, use books and enjoy these items for education and recreation.

The role of community libraries in promoting the reading culture

“We Ugandans lack a reading culture” was a lament Stranger-Johannessen (2014, 92) often heard during his research about promoting a reading culture through a rural community library in Uganda. That community library is known as Caesaria Community Library about 35 km east of Kampala capital City in Buikwe district. While some respondents indicated that lack of reading culture is due to the oral tradition, reading has no precedence in Ugandan culture; others stressed the lack of availability of reading materials especially those in a language and with content that make people want to read (Stranger-Johannessen, 2014). He also noted that a community library usually addresses the supply of materials and reading space and makes efforts to promote reading. Regarding the reading culture, Magara and Batambuze (2005) are of the view that it moves beyond a focus on decoding skills; connotes a culture in which literacy is widespread and reading is a daily and life-long activity. Additionally, they believe that schools in Africa constitute an obvious connection to reading since it is claimed that people stop reading when they leave the schools and universities.

Dent and Yannotta, (2005) noted that in Kitengesa Community Library the books were purchased to meet the users' needs, by offering many Ugandan publications and accepting just a few selected foreign book donations. The Kitengesa Community Library is located in Southwestern Uganda. They also added that: "the amount of leisure reading observed in Kitengesa is a sign that a reading culture is developing among the students" Dent and Yannotta (2005, 52).

On the other hand, Rubagumya (2009) and Waruingi (2009) revealed that the story books in English were of a wide variety and covered all levels the majority being published in Africa and portrayed African culture. They further noted that many children's books from overseas end up in the hands of the African children, whose options are limited to stories which may be culturally inappropriate or difficult to relate to and understand. In Tanzania, Sturges and Neill, (1998) noted that the rural reading rooms faced a challenge of acquiring reading materials in Kiswahili, and that there was an increase in English language books of foreign-owned commercial publishers. Sturges and Neil (1998) also expressed concern that there was no reliable way found in Tanzania or elsewhere, to produce enough material in peoples' mother tongue in order to meet their needs.

Throughout Africa, governments have made progress during the last decade towards achieving the goal of Education for All. However, after 3 years of primary education, many children have not learned to read well enough to enjoy reading. Additionally, they are not well equipped for reading to learn at the next level of schooling (Barret 2015; Howie et al, 2008; Pretorius 2014; Tao 2015; UNESCO 2014, USAID & Ugandan School Health and Reading Program 2015). The shortage of appropriate stories for early reading in languages with which children are familiar is one of the key obstacles to learning to read well (Parry, Andema & Tumisiime 2005).

Community libraries' efforts in promoting reading culture in local languages

In his study at the Ceazaria Community Library, Stranger-Johannessen (2014) observed that most textbooks for primary schools were in English; however, there were a few textbooks in Luganda for lower primary. There were also few books in Luganda but they were not on demand, which he believed was due English being the medium of instruction right from Primary One. This was before the government policy of teaching mother tongue from P1 to P3. When Stranger-Johannessen (2014) interviewed a primary school pupil about what he has gained from the Ceazaria Community Library, he revealed that the library has helped him to learn how to read both in English and Luganda.

The Banyole people

Butaleja district is located in South Eastern Uganda bordered by Budaka, Busoga, Bugwere, and Tororo Districts. It is 239 kilometers from Kampala

Capital City and it is 653.1 Square Kilometres. Butaleja District was created by an Act of Parliament and became operational on 1 July 2005(Butaleja district, 2017). Prior to that, the district was known as Bunyole County and was part of Tororo District. The predominant ethnicity in the district 85% are Banyole, a Bantu tribe whose language is called Lunyole. Lunyole has been listed by the Literature, Language and Communication, (formerly the Institute of Languages) Makerere University as among the endangered minority languages in Uganda. According the Uganda Population Census, 2012 the population was 214,600. Nzita and Mbaga (2011, 94-95) revealed that the Banyole are closely related to the Basamia-Bagwe in customs, language and origin. Like the Bagwe, they claim to have originated from the Banyala of Kenya. Their birth, burial and marriage ceremonies are similar to those of the Basamia-Bagwe, though with slight variations (Mbaga and Nzita 2011).

Mother tongue as medium of communication in homes

UNESCO has encouraged mother tongue instruction in primary education since 1953 (UNESCO, 1953). Various scholars also have highlighted the advantages of mother tongue education right from the start that; children are more likely to enroll and succeed in school (Kosonen, 2005); parents are more likely to communicate with teachers and participate in their children's teaching (Benson, 2000); girls and rural children with less exposure to a dominant language stay in school longer and repeat grades less often (Hovens 2002, UNESCO Bangkok 2005); and children in multilingual education tend to develop better thinking skills compared to their monolingual peers (Baileystock, 2001; Cunnings, 2000; King and Mackey 2007). In Uganda, while the government recommended that mother tongue should be used as a medium of instruction in all educational programmes up to P4, English should be taught as a subject; and furthermore from P5 onwards, English should become the medium of instruction (Uganda Government, 1992, 16).

In order to continue the use of and development in the mother tongue Ball (2017) is of the view that intellectually, it helps the learn a new language quicker at school (often English); makes it easier to learn another foreign language and get better academic results in the second language school environment and socially; it helps the child the transition to a new environment by remaining grounded and confident in their own cultural identity; and finally, it maintains closer ties with his/her family.

Findings

The establishment of Busolwe Community Library

The Busolwe Community Library is a product of Lunyole Language Association as revealed by a member of the Association. He further said that this Association was formed in 1964 and its objectives were: to be a unifying

factor for the Banyole, to preserve and develop the Lunyole language, to preserve the Lunyole culture that is not detrimental to the Banyole, to promote literacy among the Banyole; and to translate literature from other languages into Lunyole. The Busolwe Community Library was established in 1996. Its aim is, the member added is to improve the community's reading culture in English, Luganda and Lunyole; and to increase its literacy rate. It was observed that the library is located in Busolwe Town Council, and housed in the Lunnyole Language Association building (figure 1 below)

Figure 1: Busolwe Community Library



Source: Field visits, 2017

The Activities and projects carried out by Busolwe Community Library in improving the children's reading culture in Lunyole Language

The activities offered by Lunyole Language Association and Busolwe Community Library include as outlined in the Busolwe Community Library Profile, 2012

African story book Project

This project started in 2012 with support from South African Institute of Distance Education (SAIDE) which aims at promoting the use of the mother tongue. This is a highly successful project. A projector and a laptop are set up in a theatre style for the children to read aloud together especially in the mother

tongue. The stories are culturally relevant and engaging for children to read aloud in unison. The project operates primarily on the website that has a large database of African stories in both English and the local languages from around the world, and Lunyole is one of them.

Drop Everything and Read (DEAR)

The aim of Drop Everything and Read (DEAR) day is to promote reading culture and instill a love of reading on a national scale. It aligns with literacy activities happening in the community and this is conducted on 5th March annually from 11:00 am to 11:20 am. In the year 2015, the Busolwe Community Library was among the 75 winners countrywide.

On March 17th 2016, Busolwe Community Library participated in DEAR day. It was organized in 8 locations. More than 1000 students, teachers and the community attended. The library brought various reading materials which included newspapers, magazines, novels and storybooks in Lunyole. These materials were distributed to everybody to read during the allocated time. During the event, one parent said, “I did not know that one could read in Lunyole fluently”.

Information Communications Technology (ICT) Training

Busolwe Community Library is the sole library offering computer and Internet services in Butaleja District. During school holidays, the library offers free training sessions to the youths, elderly, business people, women groups and the students. The aim of the training is to increase the computer literacy levels in the community so that they are able to use the computers efficiently and effectively.

Straight talk Club

This is a Student and Youth driven programme which was established in 2012. It aims at empowering students and youths to eradicate challenges such as: high school drop out rate, unemployment, gender inequalities, poor nutrition and health, low self-esteem and idleness. This is accomplished through peer led open discussions, leadership training, career guidance, health sensitization workshops and charity work in the community.

LitClub

The LitClub programme was established in 2013, aiming at developing reading, writing and communication skills amongst primary school children. The

LitClub started with more than 20 pupils from the neighboring Mango Grove Primary School. During each LitClub session students participate in songs, games, read aloud sessions, and writing activities. The library hopes to expand the LitClub to more primary schools in the Busolwe town council; and plans to work closely with primary school teachers to achieve this goal.

Busolwe Women's Groups

In 2009, Busolwe Community Library established the Busolwe Women's Co-operative Group. The aim of the group is to enable women in the community to gain skills in weekly savings, computer classes, handcrafts, and hygiene and sanitation promotion in the members' homes. It has championed self-efficacy among women in the community, encouraging them to take greater leadership roles in domestic and public settings. The trained in English and computer literacy, and gained knowledge in First Aid from the medical students at Busolwe Hospital. Many women have used the skills they have gained at the library to take on leadership roles in the community or get employed. One woman in particular used the English she learned to obtain a position at the Busolwe Town Council.

Three women's groups in Busolwe, Busolwe Community Library and the African storybook project generate stories in both Lunyole and English. These stories are then transcribed and uploaded onto the ASP website by the Librarian, for use by children, parents and teachers in the district. In December 2016, Busolwe Community Library started a pilot project whereby selected women were trained in Lunyole language.

Reading Club Project

From 2008 to 2014 the Busolwe Community Library organized a Reading Club programme. Through workshops the librarian, and volunteers from Douglas College, Canada, together with secondary schools in Busolwe Town, participated in friendly reading competition. Reading club activities included debate, subject quiz, drama, and speech and writing contests. The motivated students represented their schools in each activity and prepared for the competitions. Although it started with only two high schools, the Club has eventually expanded to include competitions between six secondary schools. Certificates were awarded to the winners, to schools and the individuals who performed best in writing.

Story Time Project

In order to instill a fascination for storybooks and an appreciation for language in print, Busolwe Community Library partnered with three primary schools to

run story time classes for P3 and P4 pupils. By reading out loud in both English and Lunyole, teachers exposed students to book handling, improving their reading comprehension and pronunciation. The Library also partnered with the District Centre Coordinating Tutor, which is the districts authority in teacher training, to follow up these classes and to implement it across a larger network of schools. The Library provides partner schools with books to be used in the story time class.

Challenges faced by Busolwe Community Library in improving the children's reading culture in Lunyole language

Lunyole language is still at its infancy

Tembe and Norton (2008) noted that while Lunyole is the dominant local language in Butaleja District, in the colonial era formal education was first introduced in Luganda and additionally, it is still used in churches, the lower courts and health centres. They also revealed that the orthography for Lunyole was developed only in 2003 through the Lunyole Language Association in partnership with the Summer Institute of Linguistics. Prior to the introduction of the African storybook project (ASb) texts; few literacy materials in Lunyole were available (Tembe and Norton, 2008).

While attending a reading session in the primary school, it was observed that the Lunyole alphabet which was written on the wall of the classroom, is unique in that it does not have x and q; and additionally it uses the long-tailed n, bb, hy and ny.

According to the teachers who participated in the first research cycle of African Storybook project they expressed the challenges faced in teaching Lunyole (Tembe & Reed, 2016, 6) thus:

“The time is not enough for professional development”

“There is lack of support from the Department of Education of the District”

“I need more books in Lunyole”

“Some children are slow learners in mother tongue”

“It is difficult to help all the children because my class is too big”

“I have little knowledge of ICT (use of a laptop)”

The librarian expressed the various challenges faced in producing reading materials in Lunyole in collaboration with the African storybook project. These include the process of editing Lunyole stories on the website, the slow internet connectivity and the need for big books for large classes. Their plan is to reach

all the 101 primary schools in Butaleja district, however; so far only 7 schools have received the reading materials.

In regards to the Lunyole Bible, a member of Lunyole Language Association revealed that previously, church services were either in English or Luganda. Translating the Bible into Lunyole was started in 2000 and was launched in January 2017 by the Uganda Bible Society at the District headquarters. However only the New Testament was translated reasons being that the Summer Institute of Languages who funded the translation were of the view that the New Testament is more used than the Old Testament. However, the prayer books and hymnbooks are still in English and Luganda.

One of the members of the Lunyole Language Association expressed concern that although people were excited about the Lunyole Bible they said that it is very expensive. The Luganda Bible costs UGX 30,000, the English UGX 15,000 while the Lunyole is GX 10,000. Some Christians requested members of the Association to buy for them the Lunyole Bible and that God will bless them. Most Banyole continue reading the Luganda and English Bibles which have both New and Old Testaments. The majority of the Banyole don't know how to read and write Lunyole.

One members of Lunyole Language Association expressed concern that most members are elderly, although they try to encourage the youths to join the Association; the youths don't want to become members and even like speaking Lunyole language. Their views, the member added, are that there are no financial gains in becoming members and they see no reason for learning Lunyole.

Another member expressed concern that:

“From the inception of Lunyole Language Association in 1964, there were about 60 members, however currently we are only 11 active members. Others have lost interest because it is voluntary work”

When discussing the African Storybook project story *goat, dog and cow*, which has been translated into Lunyole, Tembe & Reed (2014) revealed that several teachers recommended changes to words they considered inappropriate in the context of the story and in two instances politely disagreed with the Lunyole Language Association member's choice of vocabulary for the story. The member agreed with their suggestion and subsequently the translation was revised, a new translation uploaded. Additionally, a member of Lunyole Language Association identified several spelling mistakes and grammar in one of the books in Lunyole for primary schools donated by the government. This is

an indication that the language is still at its infancy and therefore errors are bound to occur.

School dropout

The school dropout rate is very high. This was observed while in the head teacher's office, of the selected primary school. The chart indicating the pupil's enrollment for the year 2017 showed that in P1 there were 326 pupils while in P7 they were only 67. A member of Lunyole Language Association gave some reasons for the high drop rate that: some children leave the government schools and go to the private schools where they teach in English only. They don't adhere to the government policy of teaching in mother tongue from P1 to P3. The parents of these children believe that learning Lunyole is a waste of time since children will do their primary leaving examinations in English so they transfer their children to private schools, who they believe perform better in the Primary Leaving Examinations. Other reasons, the member added are that parents send their children to scare birds from rice gardens, early marriages for boys and girls, lack of scholastic materials and the basic requirements at the school.

The member of the Association explained a challenge to pupils who join schools in Butaleja district from another district. For example a pupil from Tororo district who studied in Jopadhola joined a school in Butaleja in P3 will be confused as he/she does not understand any word in Lunyole. Additionally, there is no assessment test for Lunyole language in schools; therefore pupils do not revise it as they do for other subjects.

Limited number of books in Lunyole

There are a limited number of books in Lunyole. A member of the Lunyole Language Association revealed that in the selected primary, the 326 pupils in P1 have 55 copies of a title of a book, which is a ratio of 1 book per 7 pupils. These books are donated by the Government.

Figure 3: A reading session of P1 in a selected primary school



Source: Field visit, 2017

While attending a reading session of a selected primary school (Figure 3 above) it was observed that a book was shared among 6 children on a desk. There was a struggle when each pupil wanted to hold the book. It was also observed that since the books were small in size, the teacher had to move among the pupils, showing them pictures in the book (Figure 4 below). If the teacher had used the big books like those published by the African storybook project, it would have made it easier for the pupils to see from where they sat and she could have shown them from the in front of the classroom. The African storybook project books are big and are spine bound so they can be easily folded.

Figure 4: A teacher during the reading session of Lunyole



Lack of a reading culture

The librarian expressed concern about lack of a reading culture in the community and high level of illiteracy. Very few members of the community come to the library to read. The few who come mostly read only Newspapers (New Vision) and particularly sports. Although the library conducts free

computer training but few turn up for the classes. There is a tendency for the community to think that the library is only for the elites. While at the Busolwe Community Library, it was observed there is lack of space for users, up to date reading materials and limited computers.

Lack of funding

The funding for Busolwe Community Library depends mainly on donors. The library hires motorcycle taxi (boda boda) to deliver the story books to the primary schools and the community, which is rather expensive. The furthest primary school which the library has to deliver the books and is participating in the Africa story book project is 15 km away from Busolwe Community Library.

District Language Board

A member of the Lunyole Language Association revealed that Butaleja district does not have a District Language Board and yet it is a government policy that every district should have a district Language Board. The objectives of a district Language Board are to: promote use of local languages in primary schools and improve literacy in the districts; improve on the flow of information on government programmes, national laws and policies by reproducing materials on the local language and collaborating with the book industry. The District Language Board is composed of several stakeholders namely, the district authorities, religious and cultural leaders, schools and children (District Language Board, 2017).

Limited Staff

The librarian lamented that she is the only member of staff working at Busolwe Community Library, so when she goes to attend conferences, workshops and outreach activities, the library closes. However, she acknowledged the partnership the library has with Douglas College, Canada who, through the Uganda Community Libraries Association, send two interns to the library for six months, every year. They help her with the various activities and programmes of the library.

Achievements of Busolwe Community Library/Lunyole Language Association in improving the children's reading culture in Lunyole language

Translation stories into Lunyole language

With assistance from the Summer Institute of Languages in USA, one member of Lunyole Language Association said that the association was able to translate the New Testament of the Bible from Luganda to Lunyole language which was launched in 2017. They managed to develop and publish the Lunyole orthography, spelling guide and dictionary. In partnership with the African

Storybook Project, the member proudly revealed that they were able to translate, create 140 stories in Lunyole and upload them on the Africa storybook project website, the highest in Uganda (Gulere (2017), (Table1 below)

Table 1: Number of stories of some selected languages in Uganda uploaded on the Africa storybook project website by 30 June 2017

No.	Language	No. of titles	No.	Language	No. of titles
1.	Acholi	3	10	Lusoga	56
2.	Ateso	36	11	Madi	2
3.	Kumam	9	12	Karimojong	1
4.	Langi	3	13	Lunyala	1
5.	Lugbarati	86	14	Rufumbira	7
6.	Lugwere	11	15.	Runyankore	8
7.	Luganda	117	16.	Runyoro	5
8.	Lumasaba	77	17.	Rutooro	3
9.	Lunyole	140	18	Kuksabiny	10

Training teachers and children in learning to read and write in Lunyole language

In their findings about teaching and learning Lunyole in primary schools Tembe & Reed, (2016, 6) revealed some of the experiences of teachers in the first research cycle that they could read and write Lunyole. They also noted that the children were participating actively in my lessons.

In the letter by a head teacher of the selected primary school to the chairperson, Lunyole Language Association about the report on literacy in P1-P3 ASb, he wrote:

“The concerned teachers put the books into effective use and have reported that they helped pupils pronounce, write and comprehend the vocabulary within the books. The teachers have appreciated the books and pledged to continue to use them to enhance literacy in the school”.

In order to improve the children’s reading culture in Lunyole, the librarian of Busolwe Community Library revealed that parents are encouraged to speak Lunyole to their children at home. She also explained that pupils from P1 to P3 are taught in Lunyole in all the subjects namely, Mathematics, Social studies and Science; however English is taught as a subject. The librarian also added that in collaboration with African storybook project, she together with the members of the Lunyole Language Association translate stories which are given to primary schools either in hard copies or soft copies using a projector.

Sometimes pupils with their teachers come to the library and borrow the books or the books are taken to the schools using a boda boda. The librarian and members of Lunyole Language Association also organize workshops for P1 and P3 teachers on how to teach in Lunyole.

Regarding the story creation and translations a member of Lunyole Language Association explained:

With the assistance of the librarian, organize workshops in the community and by the end of the workshop, about 10 stories are recorded and transcribed. Other stories are written by the community and we edit them. Pictures are downloaded from the ASb website. If there is no picture matching the story, we draw it ourselves or someone draws it for us. Stories should be those which help children to enjoy and to learn, so that they would read them again and again. After sometime, children bring stories which were told by their mothers which are edited and uploaded to the African storybook project website.

The role of the women's groups role in creating stories in Lunyole

Women's groups also participate in creating children's stories as revealed by the librarian. She explained that the women write stories either in Lunyole, Luganda or English. The stories written in English are translated into Lunyole. The librarian uses a video camera to capture the stories of those women who cannot write. When their stories have been accepted, uploaded and published, they are informed. They are very pleased when they see these books with their names as authors. Children also create stories in English or Lunyole.

Mango Grove Junior School

The Mango Grove Junior School was established in 2010, revealed the former librarian of Busolwe Community Library and currently the director of the School. It started with children both pre-school and school going age. They came to the library to read, write and draw pictures in the afternoon sessions. This activity was carried out by the librarian and two volunteers from the University of British Columbia, Canada; who created conducive environment for the children. The parents requested the former librarian to establishment a nursery school. They pledged to pay for a full time education since their children liked to come to the library for reading sessions. Later on, the former librarian said that writing and reading sessions for adult classes were also introduced. A formal school was established at the library premises.

The following year, 2011, a proposal was developed by the former librarian together with the support of the volunteers from Canada. The key issues that were observed to be addressed, the former librarian said was to put emphasis

into reading and writing as this was noted to be a key problem in the area; and to introduce feeding the children at the school to reduce drop out as a result of hunger.

Why the name Mango Grove Junior School? This name, the former librarian explained, was the name given as a result of one of the volunteer's mother, who runs a school called Cedar Grove Kindergarten, the common tree in Canada. Her mother willingly pledged to give some start up for the school. Since there is a mango tree near the Busolwe Community Library, they decided to name the school Mango Grove Junior School. In 2012 the school with 150 children, two classes of nursery and five classes of primary section. The school conducted classes from 7:a.m. to 4:30 p.m. By 2016 the school had 400 pupils and so it moved to another location. In this school, the children are able to read and write in Lunyole and English. It is one of the few private schools in Butaleja district which teach Lunyole from P1-P3.

Future plans, the former librarian and currently the director of the school revealed that they hope to: build better classroom blocks conducive enough for better learning environment; look out for partnerships to better development and learning; start income generating activities for the school to increase on the income and finance of the school; look out for support for the vulnerable and disadvantaged children at school for support in order to enhance their learning.

Strategies for improvement of children's reading culture in Lunyole language

Reading the Lunyole Bible

We hope to set up workshops and bible study groups to teach the Christians how to read the Lunyole language revealed a member of Lunyole Language Association, with emphasis on spelling and pronunciation especially in the Bible, since pronunciation can change meanings. This, it is hoped will ensure that the message in the Bible is understood. Additionally, the association plans to organize Bible reading competition.

The youth

To encourage the youth who are the leaders of tomorrow to join the Lunyole Language Association, and learn Lunyole even though they don't like speaking Lunyole.. Establish drama groups to make plays and songs in Lunyole Language. Members also hope to establish an internet café which it is hoped will attract the youth to come to the library.

Advocacy

The member of the Lunyole Language Association revealed that they plan to meet the Butaleja District Administration to convince them to own the Africa

Storybook project; and also to partner with the district education office so that they contribute to the workshops. The Association will continue working with stakeholders such as churches, mosques, in the campaign of changing the attitude of the Banyole about learning Lunyole language. They hope to produce as many children's books as possible. They plan to encourage the district administration to establish the District Language Board which would give the Association the authority to do this work by getting the support from the local government.

Discussion

Busolwe Community Library was established by the Lunyole Language Association in 1996 whose aim is to improve the reading culture in English, Luganda and Lunyole. Additionally, there was no library in the district; and there was a need to have a place for the community to come and read the books. As a result, efforts have been made to improve the reading culture in Lunyole of the children, youths, women and the community as a whole, through various activities and projects. Some of the challenges as has been noted are that Lunyole still at its infancy and is one of the minority languages spoken by few people in Uganda. The youths who are the leaders of tomorrow are not interested in learning the language. Furthermore, the Lunyole dictionary and the Bible in the New Testament are the only books which can be read by the older people, otherwise most books in Lunyole are for the children. They are published by the African Storybook project and the Government of Uganda. The youth should be targeted by coming up with music, dance, drama and, films music in Lunyole, so that, they are attracted to learn the language.

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