

A GUIDE FOR COMMUNITY LIBRARIANS:

Reading Comprehension and Social-Emotional Skills



Acknowledgements

The Reading Comprehension Group would like to thank all the individuals who helped conceptualize, support and review this product. We would like to give a special thanks to Maimbolwa Muliwana and Priscilla Mwambo (ReachAll-Zambia) and Yvonne Chiwama (Livingstone City Council Public Library) for their presentation on the Friendly Library Concept. This presentation was not only the inspiration for this resource, but it also set the technical standard for our work.

We would like to thank Reaching Comprehension Interest Group members Elizabeth (Bess) Long, RTI; Patricia Tibbetts, Palladium; Kerri Thomsen, Room to Read; Ana Marty, Florida State University; Heidi Schubert, Nora Charif Chefchaouni, and Deborah Marie Rodríguez García, Save the Children; Annette Kiberu Mpuga, Solange Umwizerwa and Catherine Uwimana, independent consultants; and Kara McBride, World Learning for their significant contributions to the development of this document. We would also like to thank Ana Marty, Florida State University and Anasthasie Liberiste, AIR for their review and constructive feedback, Yowasi Nkhambala and Kate Schell for developing the glossary, Fwanshishak Daniel and Chioma Martina for developing the alternate text, and Jordan Harrison, Florida State University for the layout and design.

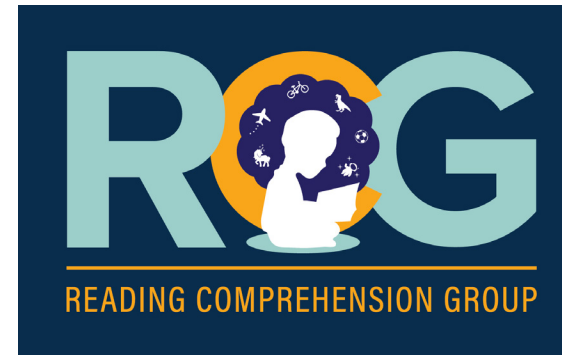


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Introduction

Purpose of the guide

Community libraries can be more than collections of books. Community libraries can be spaces where families and other community members can come together to help their children learn to read and develop a love of lifelong learning. The objective of this guide is to help teachers, volunteer teachers and librarians, and community leaders set up libraries where there are none and promote the use of community libraries that already exist. This guide helps community librarians set up libraries while engaging the full community in the process. This guide also provides community librarians ways to encourage children to read, to build children's listening and reading comprehension and social and emotional skills, and to help parents and caregivers learn how they can support their children's literacy.

Why libraries?

Libraries are an amazing resource and important for so many reasons. First, libraries offer free resources like

books and other reading materials to everyone in the community. In addition, they can be safe spaces for community members to read and come together¹. More and more libraries provide internet connectivity and online resources and can be places where people connect with each other and the world². Libraries should always be a resource for everyone in a community, including and especially people with learning differences and disabilities³ and immigrants and those from minority language communities⁴.

Why reading?

Reading is an extraordinary lifeline for children. Unless children learn to read in their early primary grades, they will struggle to succeed in school and in life beyond school. As importantly, when children read, they connect with their broader community and environment. Reading sparks creativity and helps children approach challenges in thoughtful and introspective ways. Frequent readers are better able to connect with characters and stories, understand people from different backgrounds, understand the world around them. Reading is also a critical way to develop social

and emotional skills such as empathy and teamwork and become good citizens in their families, communities, and countries⁵.

Why Social and Emotional Learning?

Social and emotional learning (SEL) is defined as the process by which children and adults are able to "recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain supportive relationships, make responsible decisions, and handle personal and interpersonal situations constructively⁶." Individuals with well-developed SEL skills are more self-aware, can better [self-regulate](#) and self-manage, can build and maintain positive relationships, are more goal-oriented, and are more likely to overcome life challenges. Strong social and emotional skills can also assist adults in living healthy lifestyles and avoiding risky behaviors, such as those that can lead to physical and mental stress, substance abuse, and delinquency. Research has shown that integrating an SEL program in schools directly improves learning, with 27% more students improving their academic performance and 24%

more students demonstrating **pro-social behaviors** and lower levels of stress⁷.

Who can use this guide and how?

Many different groups of people can use this guide to establish and/or support a community library, including community librarians, community leaders, school officials, parents, and teachers. This guide is a starting point and should be adapted as needed for different contexts. Community librarians can also add more activities to support literacy and SEL in their own local contexts.

If you choose to adapt this guide, you should try to keep it as easy-to-use as possible. Community librarians may need help mastering the concepts in the guide, and a short training with ongoing, follow-up coaching may help them understand and use the strategies. This training and coaching can be done in-person, over the phone or through other remote modalities such as text or social media groups. If support for community libraries already exists

in a given location, this guide can complement and supplement that support.

Why is this guide important?

Children deserve the opportunity to learn and practice both reading and SEL skills, to help them manage themselves and their relationships, to succeed as lifelong learners, and to make sense of the world around them. This guide provides community librarians and education practitioners with guidance to support children and youth in this journey. This guide includes story- and book-related

activities and resources that will help children master both reading and SEL skills (See pages 30–34). The guide offers practical ways for families and communities to support children’s learning through library activities, especially during times of unexpected disruptions in education. This guide also demonstrates how **Universal Design for Learning (UDL) strategies** can be easily adapted to strengthen SEL and reading comprehension skills of each learner, and how UDL can serve as a model of how all children can learn.

¹ Fujiwara, D., Lawton, R.N., Mourato, S. (2022). *More than a Good Book: Contingent Valuation of Public Library Services in England*. In: Cameron, S. (eds) *The Economics of Books and Reading*. Springer, Cham. https://doi.org/10.1007/978-3-031-18199-3_6

² Adrian Leguina, Sabina Mihelj, John Downey, *Public libraries as reserves of cultural and digital capital: Addressing inequality through digitalization*, *Library & Information Science Research*, Volume 43, Issue 3, 2021, 101103, ISSN 0740-8188

³ Grassi, R. (2018), “Building inclusive communities: teens with disabilities in libraries”, *Reference Services Review*, Vol. 46 No. 3, pp. 364-378. <https://doi.org/10.1108/RSR-03-2018-0031>

⁴ Espinal, Isabel, et al. “A Holistic Approach for Inclusive Librarianship: Decentering Whiteness in Our Profession.” *Library Trends*, vol. 67 no. 1, 2018, p. 147-162. Project MUSE, doi:10.1353/lib.2018.0030.

⁵ Arseneaux, D., & Remington, L. (2019). *Learning is a connection project: How social-emotional learning drives literacy*. *Literacy Today*, September/October 2019, 40–41; Schlund, J. (2019). *The Literacy connection: Examining the intersection of literacy, equity, and social-emotional learning*. *Literacy Today*, September/October 2019, 18–20.

⁶ D. Osher, Y. Kidron, M. Brackett, et al., “Advancing the Science and Practice of Social and Emotional Learning: Looking Back and Moving Forward,” *Review of Research in Education* 40, no. 1 (2016), p. 645.

⁷ *The Practical Benefits of a SEL program*, J.A Durlak, J.L Mahoney, CASEL December 2019. *Practical-Benefits-of-SEL-Program.pdf* (casel.s3.us-east-2.amazonaws.com).

Setting Up a Community Library: The Basics

What's required to get started? Setting up a community library is easier than you might think. Here are a few important points to consider as you plan.

1. Understanding your library

community: The community library should be developed with the needs and interests of the library users in mind. A community library not only welcomes but actively seeks out participation from everyone. The physical environment, reading collections, and activities should cater to community members of all abilities, genders, socio-economic groups, and levels of education.

A library should be an inviting space and, as much as possible, should have a variety of interesting books to check out. Begin by knowing what other libraries—community or not—already offer in your area. You might be opening the first library in the neighborhood, or there may be a long tradition of local or government-run libraries in your area. Either way, talk to children and youth, parents, and community leaders to learn about existing or potential space, books, and possible volunteers to support library activities.

- Also, explore what interests parents and children have in using a community library.
- It may also be useful to talk to local school administrators or teachers to see if you can expand existing school libraries or establish a new library in schools or surrounding communities. It is also important to engage civil society organizations, such as women's and youth groups as well as organizations led by and serving people with disabilities or other marginalized groups. Doing this may help enlist support from these groups and lead to partnerships and mutually planned activities that benefit the entire community. Shared activities might include read aloud events, literacy games, storytelling and writing contests.
- After meeting with the people in your community, it is important to talk to district or other government officials who are probably community members, too! An online search might also provide information about existing library systems.

- The more you learn about libraries in the area, the more you can strengthen what is already there and focus your resources (books, funding, or volunteer energy) on what is most needed in the community.

- **2. Identifying librarians:** Librarians bring knowledge of books as well as **information systems** and community engagement. The librarian manages the library by maintaining the physical space, managing the book collection, and engaging users through community activities. Of course, librarians must interact with all patrons politely, sensitively, and in a welcoming manner. The librarian may be a formally trained individual. If candidates with this level of training and experience are not available, you may consider identifying a less experienced, but enthusiastic, candidate. Organizations should plan to train librarians in the key areas mentioned in this guide; librarians may also seek out other opportunities to continue broadening their professional development.

3. Recruiting volunteers: Volunteers who assist the librarian can be of any age — from respected elders in the community to upper primary or secondary school students. Volunteers and junior staff should be carefully identified, screened, linked with support (as needed), monitored and celebrated by the community⁸.

4. Developing roles and responsibilities: While librarians are instrumental in setting up the library and ensuring it operates smoothly, community stakeholders should also be involved. It is important to establish roles for community members regarding their work in the library.

As you develop roles, ask the following questions:

- Who will provide or create the necessary space?
- Who will buy or collect the books?
- Where will the community obtain library furniture such as shelves and seating and who can help find or construct this furniture?
- Who can support the library by raising funds, providing gifts-in-kind, donating labor and time, and using and encouraging others to use the library?

5. Gathering books/Book Collection

Development: Every library needs high-quality, enjoyable, and appropriate reading materials. These might include paper and hardback books, magazines, online stories, or even handmade readers. A library collection should represent the diversity of the community and be inclusive, by reflecting diversity in gender identity, abilities, and variation of socioeconomic status, sexual orientation, race and ethnicity, and family backgrounds. The library collection should also reflect the languages spoken in the community. As much as possible,

the library should include both fiction and nonfiction readers for all ages⁹. Try to offer a variety of **genres** and age/skill levels that include:

- Books for pre-readers, beginners, and independent readers of various levels and topics.
- Picture books, chapter books, novels, comics, primers, leveled readers, informational books, magazines, and reference books.
- Fiction books that represent different genres and include topics that are familiar to the community and others that provide a window into a different way of living.
- Nonfiction books, including current event materials, biographies, texts on various topics of interest, and more¹⁰.

Books can also be collected from a variety of sources:

- Purchased from publisher's lists
- Donations from nonprofit organizations
- Donations from individuals
- Stories developed by local authors, children and community members



The librarian should make it clear to potential donors that each book gifted to the library may not be added to the community library collection. This ensures that only books that are relevant, appropriate and serve the community's needs are added to the library. You should communicate to local leaders that the library is open and offering activities so they and others in the community can promote its use by the community and visit themselves.

6. Finding a space: When deciding on the location of the library, consider the financial sustainability of keeping the space. If funds are available, the librarian



or library community might consider renting the space. If not, they may organize fundraising events, or submit small grant proposals to generate funds for obtaining and maintaining the space, for obtaining new books, or for hosting special events. Libraries can be housed anywhere – in a formal library room or building, under a tree as a **mobile library**, in a community or youth center, in a school, or in a place of worship. Meet with community and youth leaders to determine the best, most accessible location and don't be afraid to move or expand your library when needed.

7. Offering a space that welcomes everyone: Ensure that all users can access the space and comfortably move around the area regardless of individual mobility or size. For example, the ground should be steady and level; any potential obstacles should be placed far enough apart that someone can navigate through in a wheelchair. Also, all signs should be clearly written and have symbols for non-readers. The books should be placed at heights individual users can reach, with adult and youth books on higher shelves and those for younger readers on

lower shelves. If chairs are provided, try to provide various heights and types. Seating and desks that can be adjusted by the users are even more inclusive!

8. Developing a book borrowing system: Each library needs a simple process for signing books in and out. One example of how to manage the process is by using a sign-out sheet (with date, name, and title of book) that stays in the library. More sophisticated systems can also be developed, such as a book card system, bar codes, or even messages or photos using a mobile phone. Some libraries may also choose to have a reservation system for desk space, books to read in the library, or digital devices, so that community members can plan to use the resources at a specific day and time. Regardless of the system used, it is important to provide clear guidance to library users on caring for books at home and when and how to return books to the library so that other users can borrow them.

9. Offering a story time or reading club schedule: Most libraries also offer activities such as literacy-related

activities such as crafts and games, book discussions, and more often a story reading session. These activities should be planned, announced and posted at community forums to provide information like the time, date, presenter/reader, and target audience¹². Remember, you don't have to do everything all at once! Libraries can serve a variety of audiences and age groups by gradually adding different types of activities. To begin, it may make sense to target story times to the youngest readers (and their parents) and then expand from there.

10. Monitoring your library:

It will be useful to monitor the number and type of library visitors to determine who is benefiting from the library and which groups might be missing out on this resource. For non-formal libraries,

- including those staffed by volunteers,
- the community should also monitor
- library use to ensure that library
- activities align with community needs.
- The library should not be a static place,
- but should respond to user needs.
- Books and activities can be added and
- priorities shifted according to the needs
- and suggestions of library patrons
- (users) and other community members.

- **11. Protecting children:** Every
- library should be a safe space for
- everyone, especially children. If
- possible, make sure that there are
- always two librarians or volunteers
- (female and male) onsite. Establish a
- code of conduct for your library and
- always be deliberate in ensuring the
- library is inclusive of all girls and boys
- with disabilities and children of other
- traditionally marginalized groups.¹³



⁸ See USAID Mureke_Dusome's A Guide for Volunteers for more details <https://resourcecentre.savethechildren.net/pdf/PA00X31V.pdf>

⁹ For more info see Reading Rocket's, Creating a classroom library <https://www.readingrockets.org/article/creating-classroom-library>

¹⁰ See Reading Rocket's Choosing books for more <https://www.readingrockets.org/books/choosing-and-using-kids-books>

¹¹ See World Vision's How to build a reading corner <https://www.worldvision.ca/stories/education/how-to-build-reading-corner>

¹² See Save the Children's Literacy Boost Program review https://resourcecentre.savethechildren.net/pdf/lb_10_year_report_4sep2020_final.pdf and World Vision's <https://www.wvi.org/education-and-life-skills/literacy-boost>

¹³ See INEE <https://inee.org/resources/guidelines-child-friendly-spaces-emergencies-for-additional-information>

Setting Up Community Libraries: Operationalizing Inclusion

When setting up a community library, ensure that all community members can access the libraries' resources and services. It is not enough to say that everyone is welcome to use the facility. The facility and its activities must be designed to meet the diverse needs of all potential visitors to the library. Taking the different needs of each library user into account from the start is supported by the framework called Universal Design for Learning.

Universal Design for Learning ensures that education is designed to meet the diverse needs of all learners. The key point is to be as flexible as possible. The more flexible an event, activity, space, or initiative can be, the more likely it is that people with varying needs will find it easy to participate. This includes flexibility in the following areas:

1. How information is shared with users (multiple means of representation)

- Where possible, provide materials in multiple types of media (e.g., books, articles, audiobooks, pictures, large font print, EdTech options).
- Plan events in the different languages spoken in the target community, including sign language and minority languages.
- When videos are provided, ensure that all relevant languages are considered (including sign language), and text is subtitled.
- Share information through multiple

avenues (verbal, print, symbol and drawing, music, video), and try to avoid activities that rely on only one means of representation.

- Avoid using acronyms or **jargon** and explain and label library-specific vocabulary or symbols.
- Considering that different users have different backgrounds, and no experience is universal, activate users' background knowledge on a new topic before introducing it. For example, if a reading session theme is around professions, the facilitator can ask children which jobs they see people doing in their communities.



2. How users are motivated (multiple means of engagement)

- Provide as much choice as possible in available materials – format, subject matter, and difficulty level.
- To the extent possible, give users choices during activities. For example, rather than telling everyone to repeat a song or a passage, offer for users to draw a response or share what they are learning with a friend.
- Encourage users to engage with the world around them. Even if it is only to look around the location for examples of something they are discussing, giving users a chance to make what they are hearing and/or seeing will help increase engagement and make understanding tangible.
- To consolidate learning, make time and space during activities for reflection and sharing.
- Provide a range of activities. Different users will be engaged and interested in different options.
- Encourage users to set personal goals for what they hope to get out of using the library.

3. How users interact with and present information (multiple means of action and expression)

- As much as possible, try to make available different types of Educational and **Assistive Technology** in the library.
- Support users to find what they are interested in and to use it through the means they prefer (reading, looking through pictures, giving a presentation to others of what they have learned).

- Offer users help in planning and organizing information.
- Check in with users to see if they need any additional support.
- Allow users to adjust their own workspace; for example, repositioning chairs or shifting desk height.
- If activities require users to present information back to the group, plan how and when that requirement is fulfilled.



Access to Infrastructure, Technology, and Resources in Rural and Urban Contexts

Given the differences among rural and urban communities, it is essential to consider issues of access when setting up a library. Rural communities often lack digital connectivity and other services such as roads, electricity and internet. The library can be a place to bridge the **digital divide** and link communities with these services. Many rural libraries can support their communities by providing power through solar technology, generators, or a shared or temporary power source. With low-cost technologies such as tablets, an infinite number of books and internet access can be offered. Tablets can be reserved for use at the library much like booking a desk or reserving a book for in-library use.

In addition to considering technology, it is important to ground the rural library in the daily realities of rural life. Consider stocking shelves with books that children can relate to including farming, plant life, or animals. In addition, consider books, **periodicals** and websites that would be useful to the daily lives of adults and young readers. These should be

- supplemented with reading materials about the world outside the village, including urban life, so readers can also explore the world beyond their home.
- Urban libraries generally offer more options to users. They might offer reading-related sessions using smartphones or text messaging. Peer reading clubs can be established on commonly used virtual platforms such as Facebook, Telegram or WhatsApp. As in rural libraries, urban libraries can offer books that are highly relatable to young and mature readers alike. Books relating adventures in an urban setting or introducing vocabulary from a city center would generate interest. These books, which community members can connect with, would be supplemented with books describing settings beyond the urban context including agrarian-based books and stories set in faraway lands. In addition, in both rural and urban libraries, government or community services can be posted at the library **bulletin board** to help inform community members of activities and resources beyond the library.



Additional Considerations for Rural, Peri-urban and Urban Libraries

Rural Contexts

1. If there is limited access to electricity, ask parents and community members to voice record a variety of books that users can listen to on tape recorders or Smart Phones. You might also consider using a memory card that can be connected to a battery-operated radio.
2. Organize community outreach activities in villages that are farther from the community library, such as:
 - Take books to communities on days when parents are gathered in village meetings, on a market day, or for a school event.
 - Allow children and adults to borrow books to read at their leisure. Always keep a record of borrowing so books are returned for all to enjoy.
 - Tell community members when the library is open so they can plan a visit.

Peri-Urban Contexts

1. Make the community library a hub for the community members by providing computer literacy classes, showing movies and videos on modern agriculture and other topics that are interesting to the community.
2. Identify the various groups of people living in the area and support them by providing relevant reading materials and space for community events.
3. Work with the surrounding schools and local authorities and encourage them to facilitate visits to the library.
4. Work with youth volunteers to run bookmobiles to increase access to community library books.

Urban Contexts

1. Create WhatsApp groups for parents who have children of the same age. Encourage parents to rotate sharing messages about how or when they read with their children or on the availability of new books.
2. Encourage users to host a small free library in their homes so that they can share books from the community library with neighboring families for a specific period, return them to the library, and exchange them for other books.
3. For low-income parents living in urban areas, meet with them at their small businesses and share samples of books for them and their children. Encourage the parents to visit the community library.
4. Encourage families to borrow books from the library, enjoy them in their homes, and return them on the agreed date and time. Ask them to write or voice record a short recommendation of one of the books to post at the library.
5. Work with the local authorities to provide services to attract community members to visit the library. For instance, offer registration for programs or stipends, printing services, or space for community meetings.

The following table details resources that may be utilized in libraries with limited or no access to technology, contexts with some limited access to technology and resources, and those with greater access to technology and resources.

Limited Resources and Infrastructure With No Access To Technology	Limited Resources and Infrastructure With Some Access To Technology	Available Resources and Infrastructure With Consistent Access To Technology
<ul style="list-style-type: none"> ■ Books, magazines, other printed reading materials 	<ul style="list-style-type: none"> ■ Books, magazines, other printed reading materials ■ Recorders/audio devices and radios ■ Power strips 	<ul style="list-style-type: none"> ■ Books, magazines, other printed reading materials ■ Computers ■ Printers ■ Power strips ■ Internet package ■ Projector ■ Audio devices ■ Charging stations
<ul style="list-style-type: none"> ■ Make a plan for collection, display and storage of books for accessibility to children and parents. 	<ul style="list-style-type: none"> ■ Make a plan for collection, display and storage of books, audio devices, and other no/low tech materials so they are accessible to children and parents. 	<ul style="list-style-type: none"> ■ Assess connectivity, hardware, and software options. ■ Ensure that existing resources are available and accessible to children and parents.
<ul style="list-style-type: none"> ■ Collect materials for storage of books (fabric pockets, sturdy crates, etc.) and/or enlist a community member to build display shelves. ■ Provide training and support materials for volunteers, teachers, and librarians. 	<ul style="list-style-type: none"> ■ Collect materials for storage of books (fabric pockets, sturdy crates, etc.) and/or enlist a community member to build display shelves. ■ Plan and budget for purchase of tape recorders and/or audio devices. ■ Provide training and support materials for volunteers, teachers, and librarians. 	<ul style="list-style-type: none"> ■ Collect materials for storage of books (fabric pockets, sturdy crates, etc.) and/or enlist a community member to build display shelves. ■ Plan and budget for purchase of supplemental tablets/computers, software packages, solar, printers, including maintenance, replacement, cleaning, power supplies. ■ Provide internet packages and training of volunteers, teachers, and librarians. ■ Provide training and support materials for volunteers, teachers, and librarians.

Limited Resources and Infrastructure With No Access To Technology	Limited Resources and Infrastructure With Some Access To Technology	Available Resources and Infrastructure With Consistent Access To Technology
<ul style="list-style-type: none"> ■ Enlist community members to copy books (black/white), at various levels and from different genres (see below.) 	<ul style="list-style-type: none"> ■ Use digital libraries to make and print or copy black/white books, at various levels and from different genres (see below.) 	<ul style="list-style-type: none"> ■ Use digital libraries to select, create, and print or copy books. ■ Use available hardware for online reading and research (see below.)
<ul style="list-style-type: none"> ■ Schedule daily read-aloud sessions (at various levels.) 	<ul style="list-style-type: none"> ■ Schedule daily read-aloud sessions and/or time to listen to a recorded story (at various levels.) 	<ul style="list-style-type: none"> ■ Organize a schedule for computer use for online reading and research. ■ Schedule daily read-aloud sessions and/or time to listen to a recorded story (at various levels.)
<ul style="list-style-type: none"> ■ Organize volunteers and/or older students to help with read-aloud sessions and 1:1 reading. 	<ul style="list-style-type: none"> ■ Organize volunteers and/or older students to help with read-aloud sessions and 1:1 reading. ■ Enlist older students, parents and community members to record books. 	<ul style="list-style-type: none"> ■ Organize volunteers and/or older students to help with read-aloud sessions and 1:1 reading. ■ Enlist older students, parents, and community members to train others on how to use tech resources.
<ul style="list-style-type: none"> ■ Establish library in a location easily reached by most community members. 	<ul style="list-style-type: none"> ■ Establish library in a location easily reached by most community members. 	<ul style="list-style-type: none"> ■ Establish library in a location easily reached by most community members.
<ul style="list-style-type: none"> ■ Place library, especially mobile library, in a secure space that is protected from the elements. 	<ul style="list-style-type: none"> ■ Place library, especially mobile library, in a secure space that is protected from the elements. 	<ul style="list-style-type: none"> ■ Place library, especially mobile library, in a secure space that is protected from the elements.

A community library should offer library users a variety of books, magazines, games, audio-materials, research materials and educational posters. Open-source materials, an excellent option for community libraries, are licensed to be freely used, adapted, copied, and distributed. Various open-source and digital book collections are available and listed below.

Open-Source and Digital Collections	
Global Digital Library: digitallibrary.io	<ul style="list-style-type: none"> ■ 6,000 books ■ 90 languages ■ Games ■ Available for online reading ■ Downloadable on pdf and ebook formats
International Children’s Digital Library: childrenslibrary.org	<ul style="list-style-type: none"> ■ 4500 books ■ 59 languages ■ Downloadable on pdf and ICDL formats
African Storybook Project: africanstorybook.org	<ul style="list-style-type: none"> ■ 3230 books; 7394 translations ■ 224 languages ■ Downloadable on pdf and ePUB formats
Bloom Library: bloomlibrary.org	<ul style="list-style-type: none"> ■ 10,970 books ■ 473 languages ■ Can create own books, including audio and sign language books, and books for the visually-impaired ■ Downloadable on pdf and ePUB formats
Literacy Cloud, Room to Read’s digital platform: literacycloud.org	<ul style="list-style-type: none"> ■ 2,155 curated books ■ 35 languages; 20+ user interface languages ■ Ability to save books for offline reading ■ Video read aloud books for children and parents ■ Professional development videos for book creators, teachers, librarians, and coaches ■ Resources on book development, selection, and translation
Unite for Literacy: uniteforliteracy.com	<ul style="list-style-type: none"> ■ Digital books written in English and Spanish, and narrated in 30+ languages ■ Searchable by language and category

Community Outreach

Community libraries can play a vital role in building a culture of reading for children and adults. However, to succeed in this role, community librarians will need to conduct outreach to the wider community, targeting especially those individuals with limited or no access to libraries and other services. For example, in Rwanda, according to an assessment that was conducted by Ministry of Education and partners in 2019, community libraries were accessible to very few users, and many rural areas were underserved by their services¹⁴. Community outreach activities in these contexts can promote library use among remote community members and other people who for different reasons such as disability, are not using community libraries.

Library outreach activities may result in several positive outcomes. For children, library outreach activities help them enjoy reading in fun, joyful environments, and together with other readers, they learn to cooperate and support each other, increasing their social and emotional skills. Library activities not only improve access to reading materials for learning, but also encourage community members to come together, read, share ideas, and give back to the community through volunteerism; activities also provide entertainment and recreation to children, parents and communities. Finally, outreach activities are rewarding for the librarians whose efforts support the community.

Examples of library outreach

- **Bookmobiles** and mobile libraries
- Library initiatives in collaboration with schools, childcare centers, youth centers and centers of children with disabilities
- Initiatives in collaboration with publishers
- Community reading events, home visits and other library services to promote learning and development

Librarians should routinely collaborate with educational and community leaders and other local organizations - such as youth volunteer service organizations - to organize outreach. These activities will promote greater participation of community members in the sponsored activities. Especially in cases where librarians are

- volunteers with limited time for community library activities, they should plan events that fit within their schedules and within the existing resources of the library and its partners. One of the benefits of engaging the wider community is that librarians are better supported as they work with other community members towards a common goal of promoting a culture of reading and building a stronger sense of community for everyone.

Considerations and tips for success

1. Consider the availability of the community members and ensure the community library is open when people are free from work and school responsibilities.
2. Ensure the availability of a variety of books in languages spoken

and understood by the community members.

3. Promote the library as a hub for the community so that it attracts adults and youth to visit and read for themselves and their children. For example:
 - Host adult literacy workshops to teach adults reading and writing skills.
 - Provide sessions on financial literacy.
 - Offer health and wellness sessions in conjunction with community health workers.
 - Involve community members in repairing books.
 - Support the opening of a cafeteria or shop nearby, organize reading, writing, and cultural festivals. (See Annex 2 for a complete checklist and links to other tips on how to ensure community library services are inclusive.)
4. Organize regular **book fairs** or festivals. Invite local authors.
5. Engage model/leader families to share awareness messages, such as reserving at least 15 minutes per day

for your child to read and creating a reading space at home.

6. Share tips on how a parent who is illiterate can support their kids in learning to read.
7. Work with local authorities, faith-based organizations, youth groups and schools to do community mobilization/sensitization on the importance of reading and benefitting from the resources at the local library.
8. Organize sessions on making reading materials with locally available resources and share tips on how to use them.
9. Identify/acquire technology that can be used for reading in the community library. Some technologies can assist children with learning differences and disabilities such as increased font size.

Guiding questions and prompts to use before planning activities to engage the wider community

Use these and similar questions and prompts to reflect on groups who may have less access to the community library and therefore might need

the most support to participate in library activities. Based on your responses, you may adjust activity ideas to better accommodate those who need support to access the community library's services.

1. What languages do adults and children speak in this community, and which language groups are least likely to engage in community library services? What are the barriers making it difficult for these groups to participate? How can these barriers be mitigated?
2. How easy or difficult is it for children and adults with different types of disabilities or learning challenges to navigate the library or library events? To use the library services? To be supported to read, write, or listen to stories?
3. How easy or difficult is it for children and adults who live farther from the community library to make use of the library's services? What initiatives are in place to make it easier for these groups of people to reach the library and participate in the activities?
4. Consider the demographic makeup of your community. Are there any

minority groups (linguistic, religious, ethnic, cultural, or other) who can be encouraged to participate?

5. Consider the households in your community that have the least financial resources/means. How can the community library's activities and services be better organized to ease the burden on these families so that they make the most of the community library's services?
6. Is book borrowing possible? What are the strategies in place to ensure the borrowed books are well kept and returned?

Suggested outreach activities for community libraries

1. **Bookmobiles** (or mobile library collections) are great ways to increase access to books. The purpose of a bookmobile or mobile collection is to take books from a library to remote areas, and even urban neighborhoods, and invite people to read or borrow books.
2. **Collaboration with local authorities or community members** can provide a community librarian with necessary support to bring together children

and families in one place where a variety of reading materials are shared. While children are gathered, different activities, like these noted below, can be conducted.

- *Storytelling*: An activity that involves an adult (or older child) reading aloud or telling a story while children are listening carefully.
- *Acting out the story*: When the person has finished reading a story aloud, he/she can invite children to act out the story that has been read. Each child can select a role to play as they act out the story with the guidance of an adult. This activity supports development of listening comprehension skills as well as promote social emotional learning.
- *Free reading*: This activity refers to dedicated time for children to read or interact with books independently. During free reading, children read books of their choice.
- *Story writing*: An activity that encourages and supports children to write their own stories and read them to others. This activity strengthens children's reading and writing skills as well as confidence.

3. **Reading festivals** in communities are fun ways to bring people together around a love of reading. A community librarian can collaborate with schools, women's groups, youth centers, or other organizations to organize festivals. Examples of festival activities might include reading games and competitions, spelling bees, debates, poetry readings, songs, dances, storytelling, and acting out of stories. There can also be small group activities such as co-writing stories, small group read aloud sessions, sign language interpretation of stories and songs, and role-play activities based on stories. Festivals can help children to develop self-confidence and stronger reading skills while at the same time raising awareness of the importance and joy of reading.

Tips for effective reading competitions

- Select books that are age-appropriate and at the appropriate reading level.
- Avoid forcing children to participate in the reading competition, participation should be voluntary.

- Maintain a fun tone!
- Avail 3-5 judges to provide marks. These judges agree on fair evaluation criteria, including participation, and communicate them to participants before the competition starts. Remind judges that the purpose is to build a love of reading!
- If there is a plan to give prizes, the prizes should not be money but might be books, pencils or materials to help make books.

4. Book talks – facilitated discussions about a chosen book – can take place in schools, youth centers or other organizations that work with children. Community librarians can collaborate with schools, community members or local leaders to organize the event. Book talks are typically conducted in a classroom setting for students; however, book talks can be performed outside a school setting and with a variety of age groups. When carrying out book talks, participants are free to ask questions related to the book. Book talks help children and adults alike to develop self-confidence as they practice

using vocabulary, build reading comprehension while discussing concepts. Book talks are informal but also educational, social and a great form of entertainment. After a book talk, children may want to borrow the book during their next visit to the library.

5. Reading campaigns can be organized by the librarian in collaboration with education officials, and school and local leaders. The goal of reading campaigns is to sensitize community members on reading and focus adults on their roles in preparing future generations of readers. These can be stand-alone events or offered through organized community and school gatherings, like Parent Teacher Association meetings. A librarian can also collaborate with faith-based organizations to use their platforms and sensitize community members about using library services and the importance of reading. Reading campaigns are most effective when they are aligned with internationally recognized events such as International Literacy Day, World Book Day, International Library Days, Day of African Child, and International Day of Persons with Disabilities.

6. Kinetic recreational activities aligned with reading interests or themes can also engage the wider community. A community librarian can collaborate with schools and other institutions to organize youth activities, share messages on the importance of reading or for read aloud sessions. Community librarians can also help to develop literacy-based sports activities for these events, such as the following:

- Relay races that prompt students to complete a literacy task, such as identify a letter, think of a synonym/antonym of a word, read a word or sentence, add letters that make a word before passing the baton on to the next runner.
- A letter jump game where children jump the number of spaces (rolled on a die) along a line of letters arranged on the ground and then name the letter they land next to or say a word that starts with that letter.
- Reenactment of a story that involves physical movement such as a biography about a famous athlete or a story that involves a long journey.

- Catch and Talk Game during which a child throws a ball to another child; the one who catches the ball says the name of something in a category (such as fruits, animals, plants) or a word that was used in a story read aloud to them.
- An organized reading event around recreational activities such as hosting a sports-themed read-a-thon during the World Cup or Olympic Games.

7. Home Visits, a strategy community librarians can use, brings library services to children who may have difficulty accessing the library. The librarian can visit families who have children at risk of not accessing reading materials or places to read, due to different reasons, including a disability. Librarians can coordinate with local disability organization coordinators or local leaders to find out which children are at risk and then take library services to those children, including bringing books to the home, reading aloud for the child and engaging their family members in home reading. During home visits, parents can be invited to

borrow books for their children and, if possible, to make a plan to take their children to the library, if they are able.

8. Writers' Cafe¹⁵ is another opportunity to engage children and their families in reading and writing activities. The Abana Writing Café, a monthly children's writers' time, was originally established in Rwanda. It brings together adults to share children's stories and encourages community members to write stories for children, further promoting literacy. The cafe can sometimes result in extra income for community members whose stories are purchased by local publishers. The Abana Writers' Café session lasts approximately 1.5 hours long. Below is a suggested timetable for activities to be followed in each session.

- *Sign in*: Introduction of the Writing Café. As participants arrive, encourage them to write their names on a sign in sheet and find a comfortable seat.
- *Sharing a book*: In advance, come with a children's book to share with the group. This activity helps in setting the atmosphere of the

event to be inviting. If reading a book with illustrations, hold it outward so all participants can see the pictures. Use lots of expression to make the reading exciting.

■ *Feedback on shared book or story*: Allow at least 5 questions or comments from the group. Prompt participants to contribute by asking:

- What did you like most about the story?
- Why did you like that part?
- Is there anything that would change in the story?

■ *Authors share stories they have written and receive feedback*: Each author spends about 15-20 minutes reading the story he/she has written. Encourage her/him to read fluently with natural pacing, authentic expression and accuracy to make the story interesting to those listening. Remind participants to listen carefully and then give feedback to the author, starting with positive feedback and compliments. There is usually time in each session for 3 writers to share their stories.

- *Closing:* Thank the participants for coming and the authors for sharing their stories. Encourage writers with well-liked stories to make them into handmade books for inclusion in mini-community libraries. Invite new 'authors' to share stories in the following month.

9. Community Fundraising is an important support for community library services. Through collaboration with local leaders, school principals, and Parent Teacher Associations, the community librarian can develop practical plans for raising funds to replenish the books in the library, purchase needed supplies, expand the library's infrastructure or provide a stipend for the library volunteers. A few fundraising ideas follow:

- Agree on a fair price (cash or in-kind donations) for renting out the library space and/or equipment for local events, trainings, and conferences.
- Conduct a read-a-thon where volunteers enlist local community members who are willing to donate funds to the library for every book the child reads during a finite period.
- Set-up a small and simple shop to sell items, such as pencils, bookmarks, and notebooks. Proceeds can be used to purchase library resources like new books, tablets, and recorders.



¹⁵<https://rwandainspirer.com/2019/05/03/improving-childrens-reading-the-dreams-of-abana-writers-cafe>

Stimulating Children's Motivation to Read

Motivation to read is a critical factor in being able to comprehend what we read. Our internal motivation can provide the extra energy needed to find out the meaning of an unknown word in a text, to pause and reread to fully understanding the text, or even to push through the initially confusing parts without giving up. What's more, in the very early stages of reading, it takes incredible amounts of practice for our brains to learn to connect the symbols on the page (letters) and automatically read words. Children who are highly motivated to learn to read are much more likely to put in the hours necessary to move from the effortful first stages of decoding to the fluent reading stage that allows more energy to focus on the meaning of what is read.

Librarians can support children's motivation to read by cultivating reading experiences that are fun and produce happy memories for children through the following:

1. Organizing and decorating the children's book sections of the library in ways that make it easy for children to find the books that interest them. This can be done, for example, by planning book themes each month and decorating and arranging books by those themes.
2. Offering read aloud and storytelling sessions that engage children's attention, inviting them to react to and/

- or to discuss key parts of the story.
3. Hosting special book talks and writing sessions where participants have the chance to learn the characteristics of the genre and then try writing their own stories or texts.
4. Encouraging families to learn about their children's interests and to tell or read them stories about those topics.
5. Explaining to families and local leaders the importance of supporting children's motivation for reading and for making time every day for their children to practice reading or to be read to by a parent or older sibling.

6. Organizing 'book talks' where children or others who have read books in the library share brief summaries of their favorite books and/or tell why they liked them.
7. Helping organize book clubs in which children read and discuss a story together.
8. Holding a community poll for favorite books or story topics and then organizing writers' groups to create new texts on that topic/theme.
9. Inviting special speakers to read their favorite stories aloud and explain how reading has been an enjoyable and useful skill in their lives.

In addition to the above, here are two specialized activities that could be particularly useful in supporting children's motivation to read.

Reading buddies

1. Work with families and/or schools to pair children as reading buddies.
 - Pairs can be made to support children's motivation to read

together: for example, pairings might be based on age (older child with a younger child) or on ability (a more advanced reader with a beginning reader).

- Pay attention to any sensitive issues in the community when pairing students and ensure children's safety is paramount, especially if any of the reading buddy activities happen away from the community library.
- 2. After pairing the students, model with them (or with just the older/more advanced reader) how they can read together, and invite children to dramatize the dos and don'ts of their reading buddy sessions. Be sure to remind them that the goal of the activity is to have fun while practicing their reading skills together.
- 3. Assist children to establish Dos and Don'ts for their behavior when reading with their buddies.
 - Do's should include the following:
 - Do have fun as you read.
 - Do ask questions and discuss the books together.
 - Do help each other with difficult words.

- Do take turns on deciding which book to read together.
- Do be patient.
- Don'ts should include:
 - Don't chastise or tease each other for making mistakes.
 - Don't brag about being a faster or better reader.
- Agree with children (and teachers and families) on a regular time for buddies to choose and borrow a book and then to read together.
 - The librarian can keep a special list for the book borrowing activities, and children can be taught to fill it out themselves, with supervision of the librarian.
 - Depending on what works best in your community, children can do their reading buddy activity at the community library, at school, or on their own; for example, reading buddies might be neighbors, and the families agree to let them read together at home.
- Optionally, librarians can award non-monetary prizes or other special recognition to children who

participate in the reading buddy activity and/or to those who read the most books together.

DEAR: Drop Everything And Read!

1. In DEAR, everyone chooses a book and reads independently or in pairs for a set period of time, such as 25 minutes.
2. This activity can be organized at any time interval, such as once a week or once a month, and in consultation with community leaders and/or schools.
3. The power of DEAR is:
 - It shows children that reading is important for everybody—this is especially true when adults (teachers, school heads, workers) participate in DEAR and read their own books while children read theirs.
 - There are no other distracting activities because everyone is focused on reading.
 - It allows dedicated time to 'dive into' a book or story and get absorbed by it.
 - It supports the social motivation

for reading – in that everyone is doing it and especially in cases where readers are encouraged to share something about what they read with others at the end of the DEAR session.

4. For DEAR to work well:

- A variety of books will need to be available so that children can quickly find an interesting book close to their reading level.
- The books will need to be organized in such a way that children can select their book quickly.
- Children who do not yet know how to read can be encouraged to ‘read the pictures’, inventing the story based on what the illustrations show. They can even be given wordless picture books, if they are available, and/or decodable books that have fewer words and/or repetitive phrasing. After the DEAR session is over, adults can encourage children to also identify letters and words that they recognize in the story and share these discoveries with a friend after the DEAR session finishes.



Development of Social Emotional Skills

The library activities mentioned earlier in this guide support reading but also provides a context that supports development of children’s social and emotional skills. These skills are essential to children’s success in learning and in life. Emotional skills include recognizing, expressing, understanding, and managing a wide range of feelings. Children and young people who can understand and manage their feelings are more likely to develop a positive sense of self and be confident and curious learners. Social skills are used to get along with others. As they grow, children learn to relate to others by watching, imitating, and trying out new behaviors. They begin to understand their social skills and behaviors can have an impact, positive and negative, on others; they also learn that other children may have different thoughts and feelings from their own. These skills continue to grow, develop, and become refined throughout childhood, adolescence, and adulthood.

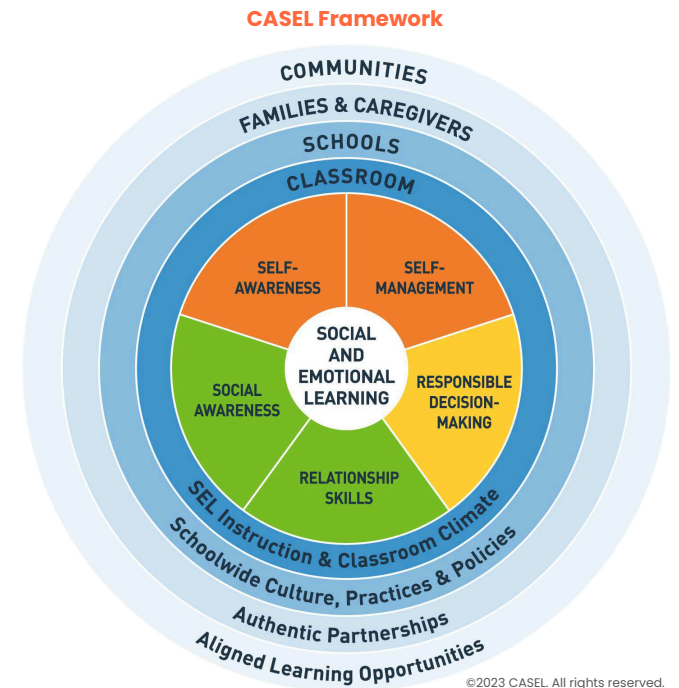
Social Emotional Learning isn’t one-size fits all; there are a number of

- frameworks with a variety of general SEL skills. Social and emotional skills do not develop in a vacuum, and the environment as well as social and cultural norms need to be considered when contextualizing SEL activities.

The SEL activities in this guide promote general social and emotional skills defined in accordance with the [CASEL framework](#), which has been adopted by a wide range of education institutions and non-governmental organizations. The CASEL Framework involves 5 general skills, as listed in the Social and Emotional Learning Builds Life Skills figure here.

In short, the 5 skills are:

- 1. Self-Awareness** to help children realize what they like and dislike; identify and value their strengths and positive attributes. Children learn to recognize and embrace all their emotions.
- 2. Self-Management** to help children control difficult emotions, like anger;



- when they have stronger impulse control, children can participate in learning and recreational activities more effectively and successfully.
- 3. Social Awareness** to help children look at a situation from someone else’s perspective and demonstrate

an understanding of their challenges. Children learn to appreciate differences and demonstrate empathy for others.

4. Relationship Skills to enable children to seek and offer help when needed. Children learn to listen and communicate effectively, cooperate with others and resolve conflicts in a peaceful way.

5. Responsible Decision-Making to help children understand how their decisions will affect themselves as well as others, such as their families, friends, schools, and communities. Children learn to make thoughtful, smart decisions.

Library Activities to Support Children's SEL Development

Belly Breathing

Tell children they are going to use their memory and imagination to understand a key emotion. Ask them to close their eyes and recall a time when they felt the target emotion. Make some suggestions to help prompt their memory like "Think of a time you felt (name the emotion)." Now, ask children to practice belly breathing to help them cope with that

emotion. "Put your hands on your belly. Take a slow, deep breath in through your nose while expanding your belly. Then slowly, breathe out through your mouth while letting your belly deflate. Let the emotion out with your breath."

How Would You Feel If...?

On four pieces of paper, draw faces that express the following emotions: Fear, sadness, anger, and happiness. Label the papers and place each of the sheets of paper in a line on the floor a few spaces apart. Tell children they will explore how different situations make people feel different ways. You will explain different scenarios and children should stand in front of the picture that describes how they would feel in the situation.

- **Scenario 1:** Starting class in a new school.
- **Scenario 2:** Seeing an insect that you have never seen before.
- **Scenario 3:** Meeting someone new.
- **Scenario 4:** Misplacing your favorite pencil.

What Makes You Happy?

Find an empty container, such as a jar or box. On a slip of paper, help children

write down something that makes them happy or that they are thankful for. Fold this paper and place it in the container. This activity can be done each day that children visit the library. You may also consider decorating the jar or box.

Draw It Out

Art is a useful way to express emotions and preferred by some children over writing. If available, provide children with drawing tools such as pencils, crayons, or markers and paper. If these resources are not available, children may use sticks to draw in sand. Explain to children that they will draw their emotions. They can be left free to express their emotions through visuals.

You can also ask the children to draw the emotions of the character in a story you've read and then ask them if they've felt this emotion as well.

Journal

Journaling is a great way to practice self-reflection and self-understanding. Routinely encourage children to write or draw in journals while reflecting on their feelings or the feelings of a character in a story. You can ask the children how the feelings affected the behavior of

the character or their own behavior as well as the impact of their feelings and actions on others.

Vision Board

Have children create a vision board with pictures, drawings and words that describe things they want to do in the future. You can suggest thinking ahead in a day, a month, and in years (depending on the children's age). Have the children decorate their vision boards to reflect their goals and interests. You can display the vision boards in the library and have the children add to their boards each time they join the library.

Create a Peace Place

The goal of a Peace Place is to provide an area for children to go when they are feeling an emotion that makes it challenging for them to get along with others or focus on learning. Going to a Peace Place is voluntary and is not a punishment. It is a place to encourage children to visit to calm themselves down. This Peace Place can be set up with the children. Ask them to provide ideas of ways they can calm themselves down when they are angry or upset. Some ideas may include drawing, singing a song, writing, thinking about people you care about,

- closing your eyes and breathing deeply.
- Ask children what types of things they would like included in the Peace Place to help them cope with their emotions.
- Create this space in the library and explain to children that someone does not have to be angry, worried, sad, or upset to go to the Peace Place. Sometimes a five-minute break at the right time can be helpful in managing one's feelings or be a time to think about something that is bothering you before reacting.

Affirmation Paper

- Each child gets a piece of paper on which they write their name and draw a picture of their face on top. They will then pass these to the left, and everyone will write a few simple, nice words about the person whose name is on the top.
- Keep passing them left until they come back to the person. Give children time to read and reflect on what others have written about them.

Helping Hands

- Encourage children to think about how they can support each other in the library. Have them trace their own hands on paper and reflect and write or draw what their helpful hands can do for others. The hands can be displayed

- in the library space. This is also a good way to pair children with different literacy levels as 'reading buddies'.

Supporting Children's SEL and Reading Comprehension With Interactive Read-alouds¹⁶

- Interactive read-aloud is an activity where a presenter (teacher, librarian, parent, older sibling) reads a story aloud, often a picture book, and throughout the reading (before, during, and after), engages the listeners in reacting to and discussing key elements of the story. Here are some considerations to help you when conducting an interactive read aloud¹⁷:

- **Plan at least 15 minutes for each interactive read aloud:** You'll want to give yourself and the children enough time to read aloud, to enjoy and to discuss the story, poem, or informational text. For longer stories or chapter books, plan weekly readings.
- **Choose stories or texts that respond to children's interests and experience:** Young children like stories with colorful pictures and funny characters. They also like texts on different topics, such as

sports, family and friends, animals, or famous people.

- **Preview the book so you can anticipate questions or reactions:** Practice reading the book through so you can decide where to pause for emphasis and where to prompt questions, predictions, or reactions.
- **Introduce the book:** Point out the cover illustration, title, and author. Invite the children to predict what the book is about or to talk about how the book might connect to their own experience or to other books they've heard or read.
- **Read with expression:** Let your voice reflect the tone of the story or the personalities of the characters. Don't read too fast. Vary your pace so you can pause for emphasis.
- **Build in time for listeners to respond along the way:** Allow time for children to study the pictures as you read, make comments, and ask and answer questions about the story.

- **Encourage predictions:** Ask children to share what they think will happen next or in the case of informational texts what they think they will learn. Help them confirm or revise these predictions as the story or text unfolds.
- **Save time at the end of the story to ask and answer questions:** Ask open-ended questions – questions that do not have only one right or wrong answer or questions that cannot be answered with a yes or no reply. For instance, ask what the child liked (or disliked) about the book and why. Allow students to ask questions or make comments.
- **Remember that for some children, listening to stories is a new experience:** Some children aren't used to being read to and will need time and instruction to develop that interest and ability to focus. Accept that young children might need to move during a read aloud.



¹⁶ Much of the content for this section was adapted from Room to Read's Social Emotional Learning through Read Alouds and the Room to Read Book List to Support Social and Emotional Learning.

¹⁷ Adapted from Reading Aloud to Children: Helpful Hints. (August, 1997). America Reads at Bank Street College of Education.

The following table outlines ways children can practice each of the SEL competencies in a library setting and includes questions prompts and book recommendations for each. These are illustrative examples and may need to be tailored, depending on what skills a program has identified as areas of focus and how they are relevant in a particular context.

How children can practice each SEL competency	Questions and prompts	Book suggestions to get you started
SEL Competency: Self-awareness		
<ul style="list-style-type: none"> ■ Identifying and naming feelings. ■ Identifying one’s preferences and strengths. ■ Reflecting on their own identities, experiences, thoughts, feelings, hopes, and fears in comparison with the characters. 	<ol style="list-style-type: none"> 1. How do you think (name a character) felt when (name an event from the story)? <ul style="list-style-type: none"> ■ Why do you think s/he felt that way? ■ How would you have felt if that same thing happened to you? 2. Show me what you look like when you’re feeling (name an emotion)? 3. What feelings do you notice in your body when you feel (name an emotion)? 4. What do you have in common with (name a character)? 5. How are you different from (name a character)? 6. What strength does (name a character) have that you want to develop? What are some of your strengths? 7. What is something that makes you feel (name an emotion)? What do you do when you feel that way? 	<ul style="list-style-type: none"> ■ Mpoto the Ball (literacycloud.org) ■ Nin Wants to Get Dressed (literacycloud.org) ■ The Lord of the Leaves (literacycloud.org)

How children can practice each SEL competency	Questions and prompts	Book suggestions to get you started
SEL Competency: Self-management		
<ul style="list-style-type: none"> ■ Taking turns reading, listening, and answering questions. ■ Focusing sustained attention on the story, including the images, words, and the reader. ■ Using emotional regulation strategies to handle emotions like excitement and fear when elicited by the story. 	<ol style="list-style-type: none"> 1. When (name a character) felt (name a challenging emotion such as sadness), what did she/he say and/or do? 2. What is something that made (name the character) feel better? 3. When you feel worried (or frustrated or angry) what kinds of thoughts do you notice in your mind? What can you do to help yourself feel better? What are some thoughts you can have and words you can say to help yourself feel better? 4. In the story, (name a character) does something that is forbidden. Have you ever wanted to do something you knew you shouldn't do? How did you stop yourself from doing it? 5. In the story, (name a character) is expected to do something she/he doesn't want to do. How did she/he handle the situation? Have you ever had to do something you didn't want to do? How did you feel afterwards? 6. When (name a character) manages to do what was expected of her/him, she/he learned new things and felt proud. What is something that you can do now that you weren't able to do before? How did you learn how to do it? How do you feel about this? 	<ul style="list-style-type: none"> ■ The Hen Farida (literacycloud.org) ■ Hair Scare (literacycloud.org) ■ An A-Maize-ing Story (literacycloud.org)

How children can practice each SEL competency	Questions and prompts	Book suggestions to get you started
SEL Competency: Social awareness		
<ul style="list-style-type: none"> ■ Guessing how a character feels based on clues provided in the text. ■ Asking “I wonder” questions about a character’s feelings, thoughts, and experiences. ■ Imagining putting themselves in a character’s shoes. ■ Noticing similarities and differences with positive curiosity. 	<ol style="list-style-type: none"> 1. How do you think (name a character) is feeling now? How can you tell? 2. If you were (name a character), how might you be feeling now? Why? 3. Do you know others who sometimes feel like (name a character)? 4. I wonder what (name a character) is thinking now? Why do you think she/he thinks that way? Do you know others who think that way? 5. What are some of the things that you have in common with (name a character)? 6. In what ways are you different from the characters in this story? 7. If like (name a character) you were treated unfairly based on something that’s different about you, how would you feel? What would you like to say to the people who treated (name a character) unfairly? 	<ul style="list-style-type: none"> ■ Two Homes in Omar’s Heart (literacycloud.org) ■ Ya’s Backyard Jungle (literacycloud.org) ■ Everyone Sees (literacycloud.org)

How children can practice each SEL competency	Questions and prompts	Book suggestions to get you started
SEL Competency: Relationship skills		
<ul style="list-style-type: none"> ■ Predicting how the actions of characters are likely to impact others. ■ Identifying how a character builds strong relationships with peers and others. 	<ol style="list-style-type: none"> 1. Do you think (name a character) is a good playmate, classmate, or friend? What are some things you do to be a good playmate, classmate, or friend? 2. How does (name a character) make new friends? What can you do to make new friends? 3. What did (name a character) say and do when her/his friend hurt her/him? What would you do if a friend says or does something hurtful to you? 4. Who can (name a character) rely on for support? Who is someone in your life whom you can rely on for support? How do they support you? 5. How did (name a character) handle the conflict with her/his peers and/or family members? When you have a conflict with a friend or a sibling, what do you usually do? What are some ways you can resolve conflicts peacefully? 	<ul style="list-style-type: none"> ■ Ou Ou Wants to Have Friends (literacycloud.org) ■ The Golden Acorn Tree (literacycloud.org) ■ What Is Peace? (literacycloud.org)

How children can practice each SEL competency	Questions and prompts	Book suggestions to get you started
SEL Competency: Responsible Decision-making		
<ul style="list-style-type: none"> ■ Identifying the choices a character is faced with. ■ Identifying what a character believes to be right or wrong. ■ Predicting the consequences of a character's actions and decisions. ■ Evaluating the decisions made by a character. 	<ol style="list-style-type: none"> 1. What tough choice or dilemma does (name a character) face in the story? What are they thinking and feeling about those choices? 2. What might you think or feel if you were faced with the same dilemma as (name a character)? 3. What is making it difficult for (name a character) to know what to do now? 4. How could (name a character) solve their problem? 5. What are some things that might happen if (name a character) does (name action)? 6. If (name a character) decides to (name the decision) how would that impact (name another character)? 7. What mistake was made by (name a character)? What could they do to fix their mistake? Have you ever made a mistake? What can you do to fix your mistakes? 	<ul style="list-style-type: none"> ■ The Golden Bird (literacycloud.org) ■ A Little Monkey and a Fish (literacycloud.org) ■ Girisha from the Hills (literacycloud.org)

When talking with young children about their feelings, it is important to use terms and language they understand. The following table provides you with sample language to use.

Emotion	Sample of Child-Friendly Definitions
Fear	Fear is a feeling we have when we think something bad might happen. Fear can help warn you when something is wrong, but sometimes we feel fear even at times when we are safe.
Sadness	We feel sadness when something makes us unhappy. People express sadness differently. Sometimes sadness makes us want to cry, be cuddled, be quiet or be alone.
Nervous	When you are nervous, you may have an uneasy feeling because you are worried about something.
Anger	Anger is how we describe the feeling we have when we are very upset. Anger is a natural feeling to have, but it is important that you do not hurt or harm someone when you are feeling this way.
Determination	The set of skills that allow us to pursue our goals with purpose and without giving up.



More Activities to Support Children's SEL and Literacy

Spelling Games

Games are a good way for children to learn both literacy skills and SEL skills. Here are two fun spelling games to try. When creating word lists for these games, link the words to the grade-level curriculum, and consider grouping the words by word families and spelling patterns. Remember to keep the tone noncompetitive, and everyone will enjoy these!

Buzz Off Spelling Game

Have students stand in a circle. Choose a person to start, and then say the word to spell. In succession moving from person to person around the circle, each student says the next letter in the word until the entire word is spelled. The next student says 'buzz' and then the next 'off' and that final student sits down. Any student whose letter misspells the word also must sit down. Keep playing until only one student remains standing.

Spelling Word Relay

Divide the students into teams. Each team lines up a short distance away from the whiteboard or chalkboard, facing the board. The first person in each team starts with a whiteboard marker or piece of chalk. Call a word for the students to spell. The first student in each team races to the board and writes the first letter of the word and then runs back to pass the marker/chalk on to the next team member who writes the next letter of the word, and so on. Team members can correct an incorrect letter on their turn, but they may not add a new letter. The first team to correctly spell the word scores a point. This game can be played collaboratively by having the team members discuss which letter comes next before it is written.

Character Discussion or Debates

Discussion and debates are a structured way for children to talk about characters from the story. Guide children through these discussions by asking them questions such as:

1. How did a character make them feel?
2. Do they have a favorite story character? Why?
3. Did a character make them feel sad, or nervous, or afraid?

Debates can include students in teams or individually who have different opinions about the characters. The librarian can facilitate the debate as they share and defend their opinions. Discussions and debates will lure others into reading the stories while practicing social and emotional skills. Encourage children to support their discussion/debate with drawings of a character.

Drama

Help children turn the story they have read or listened to into a dramatic presentation with a focus on a selected emotion from the story. These dramas, which can deepen understanding of the story and validate emotions from different scenarios, may help children become deeply involved in the story and help to engage the community into the process of promoting the reading culture.

A variation of this activity is called Readers' Theater. In Readers' Theater, children read aloud a story script and act out their part. Students do not need to memorize the lines of the script, so this motivates them to practice reading and re-reading the same sentences, which builds their fluency skills and listening comprehension. Librarians can provide children

with multiple copies of a script, or they can invite children or community members to write their own scripts to act out. If children write their own scripts based on a story they have read, this will build their comprehension skills; writing a script will require them to practice sequencing and summarizing skills as they choose which elements of the story to include in the script.

Storytelling

In many parts of the world, storytelling is a tradition. Storytelling can directly engage the community with the library. Decide on a regular day or session to bring a group of children together and invite an elder, youth, or any person who can ably tell or read a story to join. The story can be any type of story or folktale that is appropriate for children. To support SEL, consider having a story that is built around an emotion, a relationship, and a coping strategy. For example, ask the storytellers to share a story in which a character feels sad, and the character is learning to cope with their sadness. The storytelling should be done in a language that the audience is able to comprehend, usually one of the local languages of the community.



For more activities to strengthen children's listening and reading comprehension skills, see:

- In English: **Reading Comprehension Strategies and Tools for Teachers of MTB-MLE Classrooms | Global Reading Network**
Full address link: <https://www.globalreadingnetwork.net/resources/reading-comprehension-strategies-and-tools-teachers-mtb-mle-classrooms>
- In Spanish / Español: **RedLEI Koha › Detalles para: Estrategia y herramientas de Comprensión Lectora para docentes de aulas MTB-MLE (red-lei.org)**
Full address link: <http://biblioteca.red-lei.org/cgi-bin/koha/opac-detail.pl?biblionumber=16629>

Assisting Parents/Caregivers to Support Children When Reading at Home

Since the community library aims to become integral to the lives of the residents of the area, it is crucial to have clear strategies to support parents and caregivers to extend reading to the home and help children develop reading skills at home. Effective community librarians work to motivate families to engage with their children in teaching and learning activities by creating welcoming spaces in the library, inviting families to participate in activities with and without their children, and modeling specific strategies parents can implement to support home reading. Librarians can help families acquire the knowledge and resources they need to support young children's literacy and school readiness skills.

Some strategies to support families are:

- 1. Outreach activities.** The purpose of the outreach activities is to identify the families that might not be using the library consistently. Ways to do this may include establishing partnerships with schools, or health clinics and to invite families to visit and participate in the library programs. Other strategies to use are placing posters around the community, spreading information about the library at community events and through radio, and asking parents to reach out to other families they know.
- 2. Integrating parents in library activities.** As mentioned at

the beginning of this guide, families can help spread the important message of the value of a community library as well as provide valuable feedback and input to the librarian. Parents can also give ideas about how library programs and services can better help families support children's reading skills. Families have resources, strengths, experiences, and knowledge to teach their children, often rooted in everyday routines that communities and cultures value. They can share their insights and co-create library reading programs such as book readings, arts and crafts projects, parent cafes, early literacy workshops, and local author visits.



Parents can also crowdsource content from community members. Integrating parents into the library's programming allows them to connect with other families and share a sense of ownership in their children's learning. Also, this gives librarians the vital information they need to build collections and design spaces that families can enjoy together, all the while supporting development of students' and parents' SEL skills.

- 3. Modeling.** When librarians implement various programs and services, they can reinforce parents' role as their child's first and most enduring teachers. To support this role, librarians can model for parents how to engage in reading with their children and utilize the specific strategies that support the development of reading skills, such as reading aloud and dialogic reading¹⁸ (asking questions and providing prompts to add to the storytelling). Libraries have a role to play in giving all families not just access to resources but also the knowledge, skills, and confidence to use these resources effectively to support children's learning.

For more activities parents can do to support their children's literacy skills, see:

- In English: **COVID-19 Reading Comprehension Guidance: Tips for Parents and Caregivers | Global Reading Network**
Full address link: <https://www.globalreadingnetwork.net/resources/covid-19-reading-comprehension-guidance-tips-parents-and-caregivers>
- In Spanish / Español: **RedLEI Koha · Contenidos de Guías de comprensión lectora (red-lei.org)**
Full address link: <http://biblioteca.red-lei.org/cgi-bin/koha/opac-shelves.pl?viewshelf=21>



¹⁸ <https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

Annexes

Annex 1: Ways to Quickly Assess Children's Reading to Help Them Find a Book at Their Level

Children need some guidance to find books at a level that they can read and understand. Sometimes, children may choose a book that is too difficult for them to read and become discouraged when they feel they cannot “read” it. The five-finger rule is a simple guide to letting teachers, parents, librarians, and children themselves know whether a book is at a just-right level, too difficult or too easy.

How to use the 5-finger rule:

1. To assess whether a book is the right book for an individual child, ask the child to read 5 sentences (for early readers), or a page of their book (for older readers).
2. Listen while the child is reading independently.
3. As you listen, count to yourself while the child counts with his/her fingers the mistakes made or the numbers of words he/she is unable to read.
4. Advise the child to choose a harder or easier (higher or lower level) book according to the total number of words he/she was unable to read with the following criteria:
 - If the child raised only 0-1 fingers, suggest that he/she choose a book at a slightly higher reading level.
 - If he/she raised 2-3 fingers per page, the book is at a level that is just right.
 - If he/she raised 4-5 fingers, help the child choose a book at a lower level, just-right level.

Annex 2: Inclusion Checklist for Community Libraries

Use the question checklist below, and adapt as needed, to help assess where and how your community library might need to be more inclusive to all community members:

Environment: Assess how friendly the library environment is to accommodate all categories of people, adults and children, boys and girls, people with or without disabilities by asking the following questions:

- Are reading materials appropriate for different categories of users? For example: Can a person with visual impairment find appropriate reading material with enlarged font and/or braille at their level of difficulty? Are there a variety of high-interest, low level books available for users with cognitive or learning disabilities? Are there books with positive examples of people with disabilities?
- Is the setting favorable to all users? For example: Can a wheelchair user move easily in the library to access books?
- Library activities and services: For all library activities and services, consider the following questions:
 - Who is represented in the community, and who faces discrimination in the community? How does this impact their ability to participate in, and benefit from, the community library services?

- What are the different barriers that girls, boys, women, and men face to having a voice in society? How does this affect their ability to participate in the community library fully and meaningfully? How does this affect our ability to deliver gender-sensitive programming?
- Who are the most vulnerable groups (intersecting gender with other identities) and how will the library reach them?
- What are the different barriers that girls, boys, women, and men may have to meaningful participation in the library programs? What steps must be taken to ensure women and girls can participate and be heard?
- What are the different roles and responsibilities that girls, boys, women, and men play in society, and how does this impact their vulnerability to violence and their ability to access community library services?
- How is masculinity and femininity perceived? How do these varying roles and responsibilities manifest in the community library setting in relation to safety and violence? What opportunities are there to promote gender equality, as a human right, in our community library activities?

This list was reused/ adapted from *A Guide for Community Librarians on Collaborating with the Community to Increase Children's Reading Culture*, which Save the Children developed for Rwandan Community Libraries under the Mureke Dusome USAID-funded project in 2020.



Check out the guide for more tips on how to ensure inclusive library services:
https://pdf.usaid.gov/pdf_docs/PA00X31T.pdf

Annex 3: Case Study: Friendly Library Concept in Zambia

Friendly Library Concept

The Friendly Library Concept is an example of a successful community-based library in Zambia that has touched families, improved learning opportunities for children, and demonstrated how library initiatives can be embraced and sustained by local communities.

The Concept was put in place in November 2021 and will continue until December 2024. The project was launched on World Read Aloud Day (WRAD), Wednesday, 2nd of February 2022, in Zambia's Livingstone District at Victoria Hall adjacent to the targeted public library. The launch was characterized by poems, songs, sketches, and dances from Literacy club members from schools and litmoms (Literacy Mothers) (from various communities) as well as speeches from ReachAll Zambia and the Guest of Honour. In preparation for WRAD and the library project launch, a community sensitization event was conducted in February 2022 through the "Biking for Literacy" activity in various communities of the district. The aim was to sensitize communities about the importance of

reading and access to public library resources for reading & research. The library is owned and managed by the Livingstone City Council (Local Authority).

"Low literacy levels in schools and the country at large are due to poor reading and writing culture."

–Dr. Dennis Wanchinga, General Education Minister, Zambia – October 20, 2017

The motivation for this concept is to strengthen the culture of reading in Zambia and to improve the low reading and writing culture of children, adults, and communities in Livingstone District (Southern Province, Zambia). How will it accomplish this goal? Through introducing library services that promote and accommodate various reading strategies in children and library activities appropriate for children and adults. This ambitious goal required designing and creating



physical spaces for reading, writing, and listening to audio books within the Livingstone City Council Public Library Space and virtual spaces for children and adults to connect and learn via an online library.

Who made this a reality? The entire community was involved in the launch of the Friendly Library helping to make sure the library space was safe and conducive to users in the district. As a result, the children's space in the library was made colorful, orderly, and quiet. Through this concept various spaces within the library were re-designed to accommodate diverse interests

and to increase access to library services. Most libraries in the country are not inclusive as they are limited to independent reading services only. The concept aimed to create friendly library space to promote meaningful experiences through reading (soft & hard copy books), writing, listening to audio books, and providing various spaces for children, adults, and entire communities.

Through this intervention, the Public Library shall provide the following spaces to accommodate different needs and persons:

- Physical Spaces (improvement of existing spaces)
- Virtual Space (upgrading to an online library)

The concept is intended to resolve the following challenges in the district:

- Poor reading and writing culture
- Poor accessibility to story and educational books by learners and communities

1. Goal and Relevance to the Context–Zambia

The goal of the Friendly Library Concept is to stimulate individual learning, research and advancing society as a

whole while contributing to national development. The objective of this project is to improve the reading culture of 34,000 rights holders in Livingstone communities through the Central Public Library with five extension libraries (mobile or stationed) to five communities by December 2024. This can be achieved through educating, informing, or entertaining a variety of audiences by promoting self-help, self-improvement and providing various learning and development opportunities. In learning institutions and communities, libraries should support literacy activities and enhance decision making.

For libraries to be relevant, they should aim to influence their communities' values, practices, attitudes, behaviors (or behavioral change), beliefs and culture with respect to reading, research and education. Libraries should provide opportunities for all to improve the quality of their lives through life-long learning. The role that libraries play in education, social and economic development of a country should be clear and understood by all key stakeholders for them to thrive. For

Zambia, the question is: *what is the role of libraries in the attainment of Vision 2030 – Country Vision?*

3. How it Was Done & Validated

Through the literacy programming involving Social Emotional Learning (SEL) in schools since 2017, this initiative promoted mobile libraries and school libraries where learners were able to borrow books for independent reading, partner reading, group reading and reading aloud in their homes. This enhanced their learning of new words and reading skills as well as the literacy model's impact in the targeted schools in Livingstone and Lusaka Districts of Zambia. The project promoted reading both during literacy sessions and at home. To help inform decision making, the community was asked engaging questions, some of which are listed below:

- Where do you like to read? (Space)
- What does this place look like?
- How does this place make you feel?
- What do you like to read? (Reading Interests)
- What would you like to see in a library?

- What would make you feel safe and comfortable?
- Why do you visit or do not visit libraries?

Literacy activities that are now provided or encouraged include:

- **Read Aloud – Children’s Corner.**
One child reads aloud to the others. This activity is supervised by librarians and has been embraced by both children and librarians. ReadAll trained two librarians along with teachers this year.
- **Group Reading:** Children are motivated to read in groups and teach one another new words. Story and picture books are helpful to many children who are learning how to read.
- **Exploration** of new information and knowledge through stories e.g., storytelling, reading story books, watching movies.
- **Literacy Clubs** for children
- **Community Reachout Reading programs** – started in Year 2 (2023)

4. Major Results

The friendly library concept made the literacy programming a success,

- which is appreciated by various key stakeholders like the Ministry of Education and communities in ReadAll operational constituencies.
- All learners that used mobile school libraries’ services developed a research mindset, curiosity and quickly improved in their reading skills and spelling of words. This improved their self-esteem, confidence, and participation levels in learning environments (classrooms) thereby improving their academic performance. The children’s corner in the Public Library was equipped with children’s educational games/puzzles/toys; many children started visiting the children’s corner of the library. Some visit to read, to play educational games, or to research for their school assignments. There is also increased usage of library resources in the adult’s corner by learners from Primary and Secondary Schools.
- Library users have seen improvements in the following areas: literacy skills, social skills that have given them courage and confidence to connect with others and their support systems, and emotional skills which help them self-regulate. They have also gained new information and knowledge relevant to their educational needs and life.

- Local stakeholders pledged their continued support through the Destination Livingstone Initiative (DLI) and promised to support the library’s various needs.
- The library received donations of computer screens, educational and story books, and is expecting more restocking with soft books and audio books.
- The project team along with library staff have learned much from these activities and gained the following insights:
 - The children’s corner needs to be child-friendly with bright colors. Once this change was made the children were more comfortable. The before and after photos below show that the earlier state of the children’s corner was not comfortable.
 - The library needs to provide books and information necessary to existing societies and economic activities for it to be relevant. For example, Livingstone is a tourist capital, there are community farm groups, community entrepreneurs, etc. and so the library needed information for these various sectors and community activities. The tourism corner was

improved with more literature that was donated.

- For the library to be friendly and relevant to communities, there is need for the library staff to interact with communities and hear their views about information needs and what would make them comfortable or what would inspire them to visit and access the library services.

The project achieved these results through numerous activities such

- as managing reading clubs and community outreach programs,
- training librarians and teachers in SEL, promoting reading and learning through play and fun, and conducting storytelling and story-reading activities.
- As a result of these successes, ReachAll has scaled locally within Livingstone according to the Project Benchmarks:
- **1. Benchmark 1:** YEAR 1 (2022) – Equipping the main public library in Livingstone District

- **2. Benchmark 2:** YEAR 2 (2023) – Extending the main library services to 5 additional communities in the Livingstone District (under supervision from the main Library)
- **3. Benchmark 3:** YEAR 3 (2024) – Upgrading the main library to an online library for national and global reach

5. CONCLUSION

- Libraries are vital institutions which should provide information resources and services in various formats and appropriate ways to meet community and development needs and goals. Libraries should keep pace with the changing economic, social, and technological landscapes in their respective contexts. Library services should serve all categories of people in communities, and for enhanced sustainability, Public Library Partnerships (PLPs) should be embraced. The design of libraries and spaces provided have, to some extent, hindered access, and lowered communities' desire to use these libraries. Therefore, we conclude that there is a need to promote friendly



libraries in schools and communities as they are a major support service to the education sector and general life. The friendly library concept seems to be the solution to the libraries' accessibility challenges by communities in Zambia. This will enhance the reading culture through increased access to friendly and appropriate library services.

For libraries to be friendly they need to have the following:

- Appropriate spaces for children and adult activities
- Appropriate library activities for children and adult programs
- Supportive reading identities (independent, partner & group reading)
- Systems and structures to support the required library services

- This innovative project is part of the solution to
- improving reading culture of Zambian communities
- and improving access to required information to
- communities and various sectors of the country. The concept
- makes libraries more relevant to communities, economic
- sectors, and the country's development agenda.

● **By ReachAll – Zambia**

● Facebook: <https://www.facebook.com/ReachAll.Z>

● YouTube: <https://youtube.com/channel/>

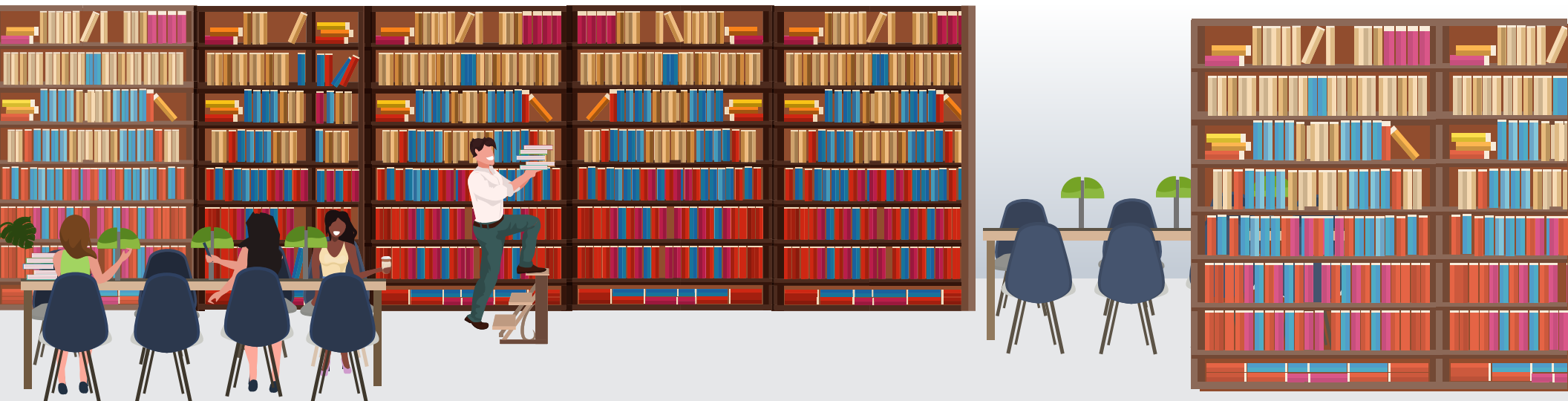
● [UCI0AVbznKPe0ceqrdv2aKLO](https://youtube.com/channel/UCI0AVbznKPe0ceqrdv2aKLO)

● Instagram: <https://instagram.com/reachall.z>

● LinkedIn: <https://www.linkedin.com/in/reachall-zambia-106aa8128/>

● KEYWORDS: *reading, books, library, literacy, reading culture,*

● *safe space, writing, listening, audio books, eBooks*



Annex 4: More Resources for Librarians

N. Osuigwe. (2022). *The Role of African Librarians in Early Literacy Report on an AfLIA Short Course*. African Library and Information Associations and Institutions (AfLIA) and Neil Butcher and Associates (NBA). https://www.globalreadingnetwork.net/resources/role-african-librarians-early-literacy-report-aflia-short-course?utm_medium=email&utm_source=govdelivery

Save the Children. (2020). *A Guide for Community Librarians on Collaborating with the Community to Increase Children's Reading Culture*, Save the Children prepared under the USAID-funded Mureke Dusome project. https://pdf.usaid.gov/pdf_docs/PA00X31T.pdf

Annex 5: Glossary of Terms

Word	Page Number & Context	Definition
<ul style="list-style-type: none"> self-regulate / emotional regulation 	<ul style="list-style-type: none"> p.4 (within discussion of what SEL is) p.31 	<ul style="list-style-type: none"> Ability to understand and manage your own behavior and reactions.
<ul style="list-style-type: none"> pro-social behaviors 	<ul style="list-style-type: none"> p.5 (within discussion of benefits of SEL) 	<ul style="list-style-type: none"> Conform to the normal ways of doing things in a group or society
<ul style="list-style-type: none"> Universal Design for Learning (UDL) strategies 	<ul style="list-style-type: none"> p.5 (overview of guide) p.10 (provides a description of UDL and its application to libraries) 	<ul style="list-style-type: none"> Educational approach designed to meet the diverse needs of all learners.
<ul style="list-style-type: none"> information systems 	<ul style="list-style-type: none"> p.6 (part of the knowledge librarians need) 	<ul style="list-style-type: none"> Ways of organizing and accessing knowledge
<ul style="list-style-type: none"> genres 	<ul style="list-style-type: none"> p.7 (twice - describing books generally and then describing fiction books later on in various parts) 	<ul style="list-style-type: none"> Kinds of literature/text with specific characteristics (for example, fiction, informational text, poetry, etc.)
<ul style="list-style-type: none"> mobile library / bookmobile 	<ul style="list-style-type: none"> p.8 (under finding a space)/p. 13 (second row, point 4) p. 19 provides a description but the term is used earlier in the guide 	<ul style="list-style-type: none"> Collections of books and materials that are brought from place to place to make them available to remote communities
<ul style="list-style-type: none"> assistive technology 	<ul style="list-style-type: none"> p.11 (under point 3) 	<ul style="list-style-type: none"> Technological tools that support people with disabilities (for example, a screen reader)
<ul style="list-style-type: none"> digital divide 	<ul style="list-style-type: none"> p.12 (first paragraph) 	<ul style="list-style-type: none"> gap between technology available in rural and urban areas
<ul style="list-style-type: none"> periodicals 	<ul style="list-style-type: none"> p.12 (second paragraph) 	<ul style="list-style-type: none"> A magazine or newspaper published regularly
<ul style="list-style-type: none"> peri-urban 	<ul style="list-style-type: none"> p.13 (title, heading of second row) 	<ul style="list-style-type: none"> Area immediately surrounding a city or town
<ul style="list-style-type: none"> read-aloud sessions 	<ul style="list-style-type: none"> p.15 several times and elsewhere interactive read-aloud is described on pp.28-29, but the term is used often earlier in the guide 	<ul style="list-style-type: none"> Sessions during which a teacher, parent or any proficient reader reads aloud from a book or text to learners

Word	Page Number & Context	Definition
<ul style="list-style-type: none"> ■ open-source 	<ul style="list-style-type: none"> ■ p.16 (top lines, table header) 	<ul style="list-style-type: none"> ■ Any program whose source code developed as a public, open collaboration and is made freely available to the public.
<ul style="list-style-type: none"> ■ book fair 	<ul style="list-style-type: none"> ■ p.18 	<ul style="list-style-type: none"> ■ A display or exhibit of books typically by a group of publishers or bookdealers for promoting sales and stimulating interest
<ul style="list-style-type: none"> ■ jargon 	<ul style="list-style-type: none"> ■ p.10 	<ul style="list-style-type: none"> ■ Special words or expressions used by a profession or group that are difficult for others to understand
<ul style="list-style-type: none"> ■ Bulletin board 	<ul style="list-style-type: none"> ■ p.12 	<ul style="list-style-type: none"> ■ Surface intended for the posting of public messages or provide information
<ul style="list-style-type: none"> ■ Community outreach 	<ul style="list-style-type: none"> ■ p.17 (top line) 	<ul style="list-style-type: none"> ■ Providing professional services or information to a group of people who may not otherwise have access

