

May E. Moore

Library Resource Centre Advisor

Ministry of Education

Sultanate of Oman

Since 1970 many public schools, public and private colleges and universities, and some public libraries, have been built in Oman. In all these schools there is a semblance of a library. An educational reform began in 1995 with the building of 107 new schools that emphasise a child-centred approach to education and feature English in Grade 1, a fully equipped Learning Resource Centre, and strong curricula in science, maths, and computer studies. Deriving the maximum educational and investment benefits from the LRCs, however, depends on developing educationally sound school libraries with adequately trained staff, information skills curriculum, materials, site space, program, and staff development.

Introduction

Many interesting situations arise when one is trying to establish a school library curriculum and training program in another country, especially one with a totally different culture and language than your own. Problems may arise because one lacks knowledge about the country and resources, and/or the ability to communicate in the language.

In February 2001, the Ministry of Education in the Sultanate of Oman hired me as the Learning Resource Centre (LRC) Advisor. My job officially was to advise those with whom I work in the Educational Technology (ET) Department about successfully developing and implementing school libraries in the Sultanate and to train regional school library trainers about how school libraries should work. In addition to this, I decided to write a curriculum, a continuum of information literacy skills, so that a teacher-librarian could establish a suitable educational LRC program. Accomplishing all these goals has been challenging for a variety of reasons. One of these is that formal education in Oman began only about 30 years ago when the present Sultan, His Majesty Sultan Qaboos, assumed the leadership of the country. Many of the teachers and other stakeholders in the educational system, therefore, have no long-term educational history, knowledge, or experience.

Since 1970, many public schools and private and public colleges and universities have been built. One can find the semblance of a library or LRC in all these institutions. Even public schools in some remote areas are reached and serviced by two bookmobiles. In Muscat, the capital of Oman, there is also a technical library that anyone can use, and there is another public library housed in the newest public institution, the Sultan Qaboos Mosque, and in Ruwi, a part of Muscat. Here there are books for all ages and forty computers with Internet access for anyone to use. Neither of these public libraries, however, is a lending library.

Like many other countries around the world, Oman is presently reforming its educational system. Efforts are being made to provide all population groups and regions of the country with equal educational opportunities. Special attention is being paid to the content of education, the methods of instruction, educational standards and equality, and the principle of lifelong learning.

The Basic Education reform began in 1995 with the building of new schools that emphasise a child-centred approach to education and feature strong curricula in science, maths, and computer studies. English is taught beginning in Grade 1, and each school has a LRC (ECS, 1995). These Basic Education schools are gradually replacing the original General Education schools whose almost totally Arabic curricula follow the teacher-centred and rote teaching methodology with an “exam only” approach to education. Some of these General Education schools have no library.

Here in Oman discussion of the means for developing quality educationally sound school libraries centre around staff, program, materials, and site space. This paper will address each of these factors through commenting on the present situation, examining some of the existing issues or difficulties that are now being addressed, and suggesting some possible solutions. Hopefully, solutions to the problems incurred during the developmental stages of the LRCs will begin to narrow educational gaps and break down barriers so as to better equalise the opportunities for all Omani students to become information literate, lifelong learners.

History of Education in Oman

Thirty years ago, there were only three schools in Oman with a total of 909 male students and about 30 teachers. Previous to this time, leaders of mosques conducted education under trees because there were no formal school buildings. Thirty years ago there were no libraries as we know them; there would have been a few copies of the Koran in the mosques, but these would not have been accessible to the public.

Now there are more than 1000 state schools, many private schools, a state university, two private universities, six teachers' colleges, a law college, and many private post-secondary colleges and training institutes. There are now over 30,000 teachers in the state schools with over sixty percent being Omanis. Today there are libraries or LRCs in all the institutions where a formal educational program is being conducted.

This rapid development of a formal education system derives from the directives of His Majesty Sultan Qaboos, who stated that education is the most important priority of his government. As a consequence of these governmental decisions, a foundation for the Ministry's educational policies and plans was developed in a series of successive five-year development plans, each characterised by efficient and effective planning and implementation. The fifth Five-Year Plan ran from 1996-2000 and thus has been completed. During this time, a total of 107 new schools were built.

Current LRC Staffing

LRC staffs in the Basic Education Schools, however, are inadequately prepared for the demands of the job. Some schools are staffed with teachers called “librarians,” many of whom have a two-year diploma or four-year degree in education, while others are staffed with graduates from the Sultan Qaboos University Library and Information Science program who are called “specialists.” Consequently, the former LRCs are staffed with teachers with a background in education but not in librarianship, while in the latter LRCs the staff have knowledge in librarianship but little or no knowledge about teaching. Libraries in the secondary schools are staffed with graduates of the Library Science program who have the library background but not the educational one. Thus, there are inadequately trained teacher-librarians, which results in students and teachers being unable to fully exploit the potential of the LRC and the Government's investment being minimised. Adequately trained staff in school LRCs is critical to the ultimate educational success of our schools.

To assist in the training of successful school librarians, revising present library science courses and developing new educational courses have been proposed to the Ministry of Higher Education, and job descriptions for teacher-librarians have been written. At present, Ministry of Education personnel in the LRC and Information Technology (IT) departments are conducting training. Inspectors who are responsible for evaluating LRC staffs have also been trained in how to assess and assist LRC staff. It is hoped that eventually all teacher-librarians will be skilled enough to teach the LRC information literacy skills curriculum in addition to their role as curriculum and learning-resource managers and coordinators.

Issues Being Addressed

For teacher-librarians to be trained successfully, the following issues are being addressed:

- the need for university and college training programs in school librarianship
- the need for courses in education to be added to the required courses necessary for any graduating librarians who wish to be school librarians
- the need to allow those teacher-librarians with only a two-year diploma to upgrade to a four-year university/college diploma, which includes courses in school librarianship
- the need to offer and develop English courses for all teacher-librarians so that they can keep up with technology, including the Internet.

Solutions Begun

Several committees of educators from Sultan Qaboos University and the Ministry of Education have been formed to discuss and plan the feasibility of adding

- educational components to the library science degree so that a graduating librarian can assume the job of being a teacher-librarian,
- school librarianship courses at the six educational colleges,
- up-to-date and relevant courses in technology as essential components for students who want to be school librarians or computer teachers, and
- a joint mini-conference between the IT Department of Sultan Qaboos University and the ET Department of the Ministry of Education to be held in the fall 2003.

The Ministry of Education is continuing to develop and conducting:

- more in-service training for LRC and IT teachers and inspectors in information literacy and computer skills
- programs in English as a Foreign Language for LRC and IT teachers

In order for the Government to maximize its investment in LRCs and for students and staff to get the best educational value from LRCs, teacher-librarians must be suitably trained in school librarianship which emphasises both education and librarianship. The course of action for many of these solutions, although moving slowly, is necessary.

Current LRC Information Skills Curriculum Program, Grades 1-10

The aim in the Basic Education LRCs is to produce life-long learners who are effective users of ideas and information in all formats. The Basic Education *LRC Information Skills and Activities* curriculum programs provide continuous lessons and activities to promote information literacy and the metacognitive skills of analyzing, organizing, communicating, and applying. These four skills are integrated with the core curricular areas and so become even more essential for students. Further, classroom teachers expect students to be able to synthesise information and construct meaning to solve problems, make decisions, and communicate ideas and information in a variety of formats to meet academic and personal needs, no matter the grade level. Thus, this curricular integration enables students to make the connection between classroom learning and resources whether accessed in the classroom, LRC, or community.

The decision of what to include in the *LRC Information Skills and Activities* for each grade was determined after reading and evaluating the scope and sequence of information studies K to 12 from Alberta, Colorado (Colorado Department of Education, 1994), New Jersey (Educational Media Association of New Jersey, 1996), North Carolina (North Carolina Department of Public Instruction, 1999), Ontario (Ontario Library Association, 1999), Rhode Island (REIMA, 1999), Utah (Utah State Office of Education, 1996), and Virginia (Virginia State Department of Education, 1985). Grade level objectives were established based on what skills had been learned in the previous grades, and, therefore, which skills had to be reviewed and which new skills introduced. Competency goals were written for each literacy skill, and then activities/lessons were written for each competency goal.

As much as possible, these activities were written using materials that gave the students more information about Oman (Moore, 2002a). These LRC activities/ lessons were broken down into sections entitled:

- *Basic Information Literacy Skills*
- *Other Information Literacy Skills*
- *Assessment*
- *Notes to the LRC Teacher-Librarian*
- *Program Planning/Lesson Plan Unit*
- *Worksheets*

The section *Basic LRC Information Literacy Skills* for Grade 7, for example, includes activities on Bibliographic Format, Dewey Decimal System, Main Idea, Keywords, Graphic Organizers, Fact and Opinion, Notetaking, Outlining, Primary and Secondary Sources, and Developing Research. *Other Information Literacy Skills* for Grade 7 includes activities for Computers, Listening Skills, Organisational Skills, Reading Skills, Thinking Skills, Verbal Skills, and Writing Skills. Assessment has been stressed also and a checklist "Assessment Record" was written for the teacher-librarian to be able to complete a quick evaluation of student achievement in each of the four main skills, projects, and group work. student self-assessment worksheets are also included. *Notes to the LRC Teacher-Librarian* gives suggestions for the use of the activities/lessons or job-related information that teacher-librarians need to know such as how to review resources, setting an atmosphere in the LRC, time management or web sites for LRC teacher-librarians. *Program Planning/Lesson Plan Unit* lists lessons that can be integrated with specific subjects: biographies and autobiographies for Arabic language, the Internet as an information source for computer studies, lessons on scanning and skimming for English, the Oman Association for the Disabled for life skills, lessons on graphs for maths, and a unit on plants for science. Each *Worksheet*, listed for easy access by the teacher-librarian, is designated by subject and includes an aim. If the activity is not self-explanatory, directions for how to use the activity are included in a "Notes for the LRC teacher-librarian."

Just as child-centred learning is the foundation of Basic Education, the designed activities and lessons for the information literacy Skills were and are designed around constructivist resource-based learning. When teacher-librarians and classroom teachers encourage students in their information pursuits, they help students develop a sense of ownership of learning, develop self-confidence, and reinforce the importance of successful information gathering to achieve their information goals. Thus, a teacher-librarian using the *LRC Information Skills Program* continuum is directing students toward achieving mastery of information literacy Skills and thus helping them become life-long learners.

Grade 4 information literacy competency goals in Oman's Basic Education schools, therefore, are that students should be able to:

1. Define an information problem
2. Identify information requirements
3. Plan and choose information sources
4. Select different information sources and prioritise sources
5. Find information sources both physically and intellectually
6. Find and select information within sources
7. Focus on information from a source
8. Organize information from multiple sources
9. Present and communicate information
10. Evaluate what they have done and how they can apply their new knowledge.

Students in Grades 5-10 will continue to develop these information literacy Skills and should be able to:

1. Define and identify information that is needed
2. Identify, evaluate and select resources
3. Locate resources and access information within the resources
4. Engage in extracting the information needed
5. Organize, synthesise, and present the information
6. Evaluate the process and the product
7. Reflect on their learning and apply new knowledge when applicable.

Crucial also to an effective LRC program are policies that will enable the school's staff and students to make full use of the centre. In the section "Notes to the LRC Teachers/Specialists" are suggestions for establishing policies for fair borrowing, materials, computer use, respecting the rights of others, weeding, and book review. The LRC teacher-librarian job description sheets briefly describe what the teacher-librarian's job entails.

Difficulties Being Addressed

The *LRC Information Skills and Activities* book for each grade level is to be put on a CD-ROM and distributed to each teacher-librarian. This, however, is happening very slowly. Over the three years since these books were developed, the following is the reality:

Grades 1 and 2 are not translated into Arabic,
Grade 3 is translated but not put on CD-ROM,
Grade 4 is partially translated,
Grade 5 is translated and on CD-ROM but links need to be corrected,
Grade 6 is translated and has been in the works for production on CD-ROM for 8 months,
Grade 7 is still only in English.

Therefore, after three years of hearing about this curriculum, teacher-librarians have yet to see it. There reasons for this include inexperienced management, lack of understanding about the educational value of the LRC, lack of staff for translation and production of CD-ROMs, and a need for better intercommunication and time management skills. Difficulties abound because the LRC information literacy skills curriculum is not a part of the grading nor testing necessary for report cards; it is therefore not considered a part of the formal education curriculum. The result is that work involving LRCs seems to be relegated as a last priority after all the subject curricula.

Another difficulty lies in the fact that in the Basic Education Grades 1-4 schools, some teachers and the administration neither understand the educational purpose of a school library nor value a competent teacher-librarian. The result is that one of the two LRC librarians has to teach 30 lessons in other subjects while the other Librarian is teaching the information technology curriculum. Consequently, there is no time for any information literacy curriculum skills to be taught. Moreover, what is being taught in the LRC curricular area depends on the knowledge of library and literacy skills and the competencies of the librarian. As a result, in some schools, students might learn some information literacy skills that have been integrated within a subject, while in other schools students might not receive any information literacy skill training. LRC staffs are, for the most part, doing the best they can and working quite hard, and it is always a pleasure to see how much these librarians are trying to do and accomplish within the limitations imposed on them.

Solutions

Solutions will be possible once there is recognition that the money spent on establishing LRCs is worthwhile only when the information literacy skills curriculum program is put in place and that qualified teacher-librarians teach these skills. Then, maybe this curriculum will be translated and CD-ROMs will be made and distributed to the Teacher Librarians.

To address the problem about the imposed 30 hours of teaching in the subject areas, Fletcher Douglas, the IT Advisor, and I submitted a paper (Fletcher & Moore, 2002) that suggested the removal of six computers from the LRC and placing them either in a computer room or in a subject specialty classroom for classroom use. This would eliminate the demands placed on the LRC librarian in both the IT curriculum and subject area teaching, so that lessons in information literacy could be planned for classes who wanted to use the LRC for research and activities using the its resources.

To achieve maximum use of the LRC, the school principal should allow flexible scheduling so that subject specialty staff can take their classes into the LRC for research, reading, and other activities using the LRCs materials. This will encourage collaboration and team teaching, and subject teachers will know that the processing and use of information is

a school-wide value. Through cooperative program planning, the LRC information literacy skills curriculum program will become an integrated part of classroom content. All Omani students will improve their information literacy skills when all the LRCs have competent teacher-librarians and when the information literacy continuous curriculum of skills is available for teaching. This will also reduce the gap in information literacy between various types of Omani schools. Such information literate Omani students will have improved opportunities to participate in further education worldwide, to become life-long learners, and to become citizens of the world who can compete in the global economy.

Current LRC Information Programs, Grades 11 and 12

A part of the reform of the education system begun in 1998 is the decision of how to reorganise the structure and content of Grades 11 and 12. At the present time, although the secondary schools do contain a library and in most cases have librarians who have graduated with a library degree, these librarians are not trained as teacher-librarians who can teach students information skills. Some of these secondary libraries have few computers and also are inadequately stocked with resources for proper research by students.

In December 2002, a very successful conference on Secondary Education was held in Muscat. It generated ideas about how Oman could progress in reforming Grades 11 and 12 with the main goal of better equipping the young people in Oman with the skills and knowledge to help them succeed in the modern world (Moore, 2002b).

One of the ways to insure that students become effective knowledge and information managers is develop their information literacy skills. The *LRC Information Skills and Activities* curriculum program should, therefore, continue for students in Grades 11 and 12, since they need further work to hone their skills, especially those who will be continuing their education. The information literacy curriculum will provide competency goals for Grades 11 and 12 so that these students should be able to:

1. apply the information problem-solving process such as the “Question and the Quest: to acquire and use information for solving personal, school or work-related tasks,
2. use critical-thinking skills in information problem solving and recognise the transferability of such skills to other curricula and interest areas,
3. use effective questioning and listening skills in addition to reading, writing, and other communication skills,
4. use technology to acquire, process, store, and present information,
5. recognise and use a variety of information resources and formats.
6. identify and pursue personal learning styles,
7. read for information, enrichment, and recreation,
8. practice the ethical use of information and technologies,
9. contribute positively by participating effectively in groups to pursue and generate information,
10. begin to understand their emotional intelligence or emotional literacy,
11. effectively use goal setting and planning skills such as self-management skills and time management,
12. communicate with clarity, purpose, and understanding of audience,
13. assess, critique and refine their multiple problem solving strategies,.
14. analyze, synthesise, and draw inferences from observations and other data to define and solve problems,
15. evaluate their new knowledge and use it when applicable,
16. make explicit connections within and across areas of learning based upon an understanding of the disciplines,
17. use existing knowledge to expand understanding or develop new knowledge, and
18. construct and justify arguments using logic and evidence appropriate to the context and audience.

Difficulties Being Addressed

Because the complete reform of the content and structure of Grades 11 and 12 is several years away, students in the secondary schools will continue to be have inadequate information literacy skills. Until the *LRC Information Literacy Skills and Activities* for the previous Grades 1-10 are produced, distributed and taught, however, students reaching Grades 11 and 12 will not have a sufficient background in information literacy skills to be able to meet the demands of the LRC programs that will be written for Grades 11 and 12.

Although most of the secondary librarians have library degrees from Sultan Qaboos University, they do not have any educational courses. Thus, they do not have the specific training necessary for presenting a successful school library skills program. Consequently, graduates from these secondary schools, who continue their education at the educational colleges or the university and who may be future teachers, do not understand how to do research because they have not been taught these skills. These future teachers who may become teacher-librarians will not be able to adequately teach students in any grade how to understand and use information literacy skills.

This lack of knowledge of research skills was apparent when I was the Head Librarian at Rustaq College of Education. Here, the women students, when searching for information for a research topic, just looked through books: they did not know how to use either a table of contents or an index. The current librarians at the colleges tell me that this situation has not changed and that students still do not know how to do research. But then, how could they as their former school librarians do not adequately know how to research.

Another difficulty being addressed is the inadequate number of computers in the secondary schools. As a result, students lack sufficient computer literacy skills to perform competent searches on CD-ROMs or even, in some cases, to type word documents. Internet access is not currently available at any of the Basic Schools or secondary schools, and few students, especially those in the regions beyond the capital, have computers at home. Since students at most colleges and universities use computers not only for the online catalogue but also for doing the research required for courses, students who have not been adequately exposed to using computers for both or either of these applications will be disadvantaged in getting the maximum research information for their courses.

A further problem being addressed concerns the inadequate number of books in secondary school libraries - about 1500 copies, many of which are out-of-date. Moreover, only about 400 books and other library materials per secondary school can be purchased this year because of the quota in Omani Rial allocated for buying books and other materials like CD-ROMS.

Solutions

Once again the solutions depend upon the training and hiring of adequately prepared teacher-librarians. Recommendations have been made either to include courses in teacher-librarianship in the University's library science program or to add courses in education to the graduation requirements for those seeking teacher-librarian jobs. This will indeed help solve the problem of poorly trained teacher-librarians and thereby help Omani students in Oman develop better information literacy skills.

Recommendations to increase the inadequate number of materials and computers for the secondary schools require increased funding from the Ministry. It may be possible for the Ministry to develop pilot projects with computer companies or private businesses. Another possible approach would be for the Ministry to approach a newspaper publisher and Oman Air to provide free newspapers and magazines to these schools, even if they are day old newspapers or month old magazines which are removed from aircraft each month.

Current Materials

One of the concerns about the school libraries and LRCs is the lack of materials. When the new Basic Education schools are built, the LRCs are supplied with furniture, supplies, books and other resource materials, and electronic equipment. Thus, a considerable sum of money is spent, especially when one considers that about 65 or more schools are being built at one time. The number of books and other materials supplied to each school, however, is not sufficient, and once schools receive their first supply of materials, there may not be an annual budget to update purchases. Until two years ago, students were not able to borrow books from LRCs to take home. Now, students and staff are able to sign out books for their use, and hopefully students who borrow books will read more and perhaps even read to their younger brothers and sisters.

Because the Ministry of Education bulk buys the LRC books and other resource materials, it is imperative that teacher-librarians know the usefulness of the resources for maximum use. Therefore, an in-service training course on

how to evaluate materials for use in specific projects and activities was developed by the ET Department in the Ministry. A checklist was devised so that teacher-librarians would become more familiar with the context and usefulness of the materials in their LRCs.

Issues Being Addressed and Solutions

Recognising some of these concerns about materials, I have taken the following steps:

- Instructed the LRC staffs to start picture files and subject vertical files containing newspapers, magazines, brochures, leaflets, ads, and pamphlets for staff and teacher use. These could be supplemented by materials collected by teachers and students.
- Produced with a local publisher a magazine, *Amel and Said* ("hope" and "happy"), for students age 10 to 16. This is a first for Oman, traditionally a verbal society. It contains both educational content and student contributions such as stories, poems or letters. It is given to 1000 schools by the Ministry and is sold on the newsstand.
- Provided instructions in *LRC Information Skills and Activities* for teacher-librarians to publish books that students have written and add these to their collection, to make book display holders from metal clothes hangers, to make puppets, and to encourage students to write brochures about the community.
- Encouraged LRC teachers to add realia, such as Omani arts and crafts, to their library collection and displays.
- Included for LRC staff and other subject teachers worksheets in the *LRC Information Skills and Activities* for all grades that they can photocopy and use with other teachers or students.
- Listed websites (e.g., www.enchantedlearning.com) in *LRC Information Skills and Activities* for Grades 4 and 7 that are applicable for LRC staff, including some that allow them to copy and paste information applicable for student and staff use.
- Approached both a newspaper publisher and the chairman of Oman Air about donating newspapers and magazines to the schools. LRC staffs were also encouraged to buy a newspaper daily. The LRC staffs can then cut up the older publications for subject and picture files.
- Encouraged LRC staffs to write to the various Ministries for free materials. The Ministry of Regional Municipalities, Environment and Water Resources, for example, is an excellent source for free publications.
- Worked with the English Department and IT Advisor to create in-house materials for production of CD-ROMs, for the LRCs, that contain information to be used for projects for the English courses.

Current Site Space: LRC Design

For the most part, the design of the LRCs is good. Their location on the ground floor of all schools is within easy access of all teaching staff. Space has been well allocated for the book collection, computers, and electronic equipment. There is access for handicapped wheelchair students, although some shelving may need to be shifted. In some schools, there are computer labs within easy reach of the LRCs.

Difficulties Being Addressed and Solutions

Furniture. Some of the furniture originally purchased for the LRCs has not been durable and needs to be replaced. More money and better selection procedures with standards explicitly stated are needed.

Shelving. The shelving in the original LRCs was adequate. Metal interchangeable shelves, which are more durable and can hold more materials than the wooden ones first used, have been ordered. A shelf has been designated just for English materials.

Seating. There are seats available for about 45 students, which will accommodate a class and other students who are being sent to the LRC for independent work. It would be more ideal to have enough seats for two classes but there is not enough room for this at the present time. In some schools rugs have been allocated for two areas: a teacher-read aloud area and a students' areas for sitting on the floor to work or read. The teacher's rug area is not at the present time being used because the need to teach 30 subject classes leaves no time for the librarian to read to students.

Career Centre. As more career materials are available in Oman, shelving and a computer should be available in the secondary schools for students who are exploring their options after graduation. This area could include information on universities and colleges as well as materials on a variety of careers in the private sector. CD-ROMs on careers are available and should be accessible for students.

Electricity. Some of the schools in Oman have no electricity except through power supplied by generators, but more electric lines are added to the outlying and more remote regions.

Telephones. There are no telephone lines in some Omani schools, and again, this is being remedied as more lines are being installed in the remote areas.

Computers. There are an adequate number of computers in the Basic Education schools. A minimum of 12 computers are needed in the secondary schools: eight for Internet and CD-ROMs; two for the online catalogue, one for word processing, and one for circulation and other administration duties.

The Ministry of Higher Education has recently purchased the Horizon automation system for the six education colleges, and I have proposed that this system be purchased for all the Ministry of Education schools. In this way, a database of books and other resource materials (union catalogue) could be established for the schools in the Sultanate as well as other public libraries and private educational institutions. In a country the size Of Oman, with a population of approximately 2.5 million, this union catalog would not only unify all the library/LRC collections across the country but also help create a community of learners by giving the public easy access to the information they need.

Conclusion

Students in Oman need to be information literate in order to be life-long learners and to be able to compete with students for opportunities in the worldwide information society. In order for the Government to maximize its investment in LRCs and for students and staff to get the best educational value from LRCs, progress must continue to be made in the following areas:

- the training of qualified LRC teacher-librarians
- the implementation of the Grade 1 to 12 information literacy curriculum
- the provision by school administrators of flexible scheduling so that all students, as well as classroom teachers, can use the LRC any time during the school day to satisfy their information needs
- provision of up-to-date LRC facilities with sufficient space and resources of print, nonprint, and electronic resources for teaching and learning.

When teacher-librarians in Omani schools provide all Grade 1 to 12 students with a LRC program that is truly integrated into the school's curriculum and that is central to helping these students master information literacy skills, we will have information literate students who have learned how to learn and consequently will be prepared for lifelong learning because they can find the information they need for any task or decision they need to make.

In order to close the gap between the reality of the library situation and the ideal LRC program for our schools, educators in Oman should evaluate what we have accomplished and focus on the implementation of what is most important to develop the full potential of the LRCs by acting on and carrying out as many of the solutions proposed in this paper as possible.

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Biographical Note

Dr. May E. Moore, a Canadian teacher-librarian for over 25 years, is now the LRC Advisor for the Ministry of Education in the Sultanate of Oman. Her educational background includes a Bachelor of Science, a Master of Arts in English, a Master of Library Science, and an Education Doctorate in Curriculum. As the LRC Advisor, she writes the information literacy curriculum for school libraries and does professional development workshops with the teacher-librarians. She has also been the LRC Head at the Rustaq College of Education in the Sultanate of Oman. Her most recent publication and presentation was at the International Conference on the Reform of Secondary Education held in Muscat, December 2002.

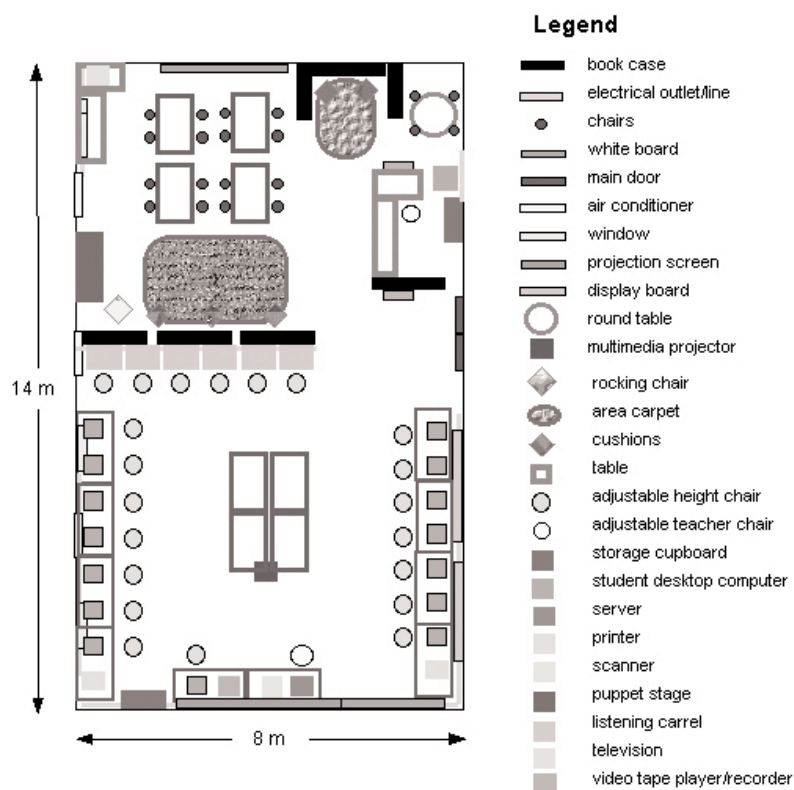


Diagram 1: Basic Education Cycle One Learning Resource Centre

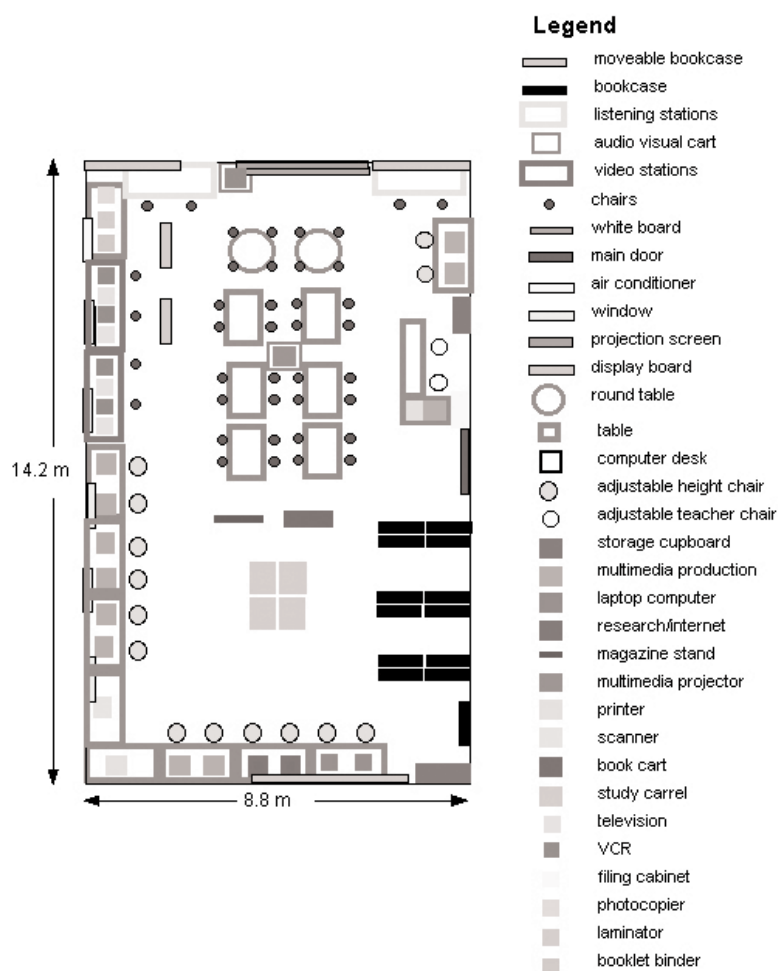


Diagram 2: Second Cycle Schools Learning Resource Centre