A Review of Educational Policies that Affect Funding of School Libraries in Malawi

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This study reviews three key government educational policy documents that guide activities and programs to reduce low literacy and academic achievement in primary schools in Malawi and their impact on funding of school libraries in Malawi. Educational experts were consulted to help select key documents that help them make decisions and identify document aspects that affect funding of school libraries. Document analysis was used to identify and analyze aspects within each policy that address challenges of low literacy and academic achievement and impact on funding of school libraries. Findings of this study reveal that the absence of school libraries as a core strategy for addressing challenges of low literacy and academic achievement in primary schools make it difficult for communities and schools to fund libraries in primary schools. The study recommends that government policies include school libraries as a core strategy to enhance literacy and academic achievement.

Introduction

Malawi is in southern Africa, and its population is approximately 18,570,321 with a 3.32% annual growth rate. Over 46% of its population is between 0 and 14 years of age, and 80% of its population lives in rural areas (World Fact Book, n.d.), where school supplies are scarce (World Bank, 2010). It is one of the lowest income countries in the world, ranked at 173 out of 188 countries, with 72.2% of its population living below the poverty line of $1.25 per day (United Nations Development Programme, n.d). Education is one of its strategies for alleviation poverty (Ministry of Economic Planning and Development, 2011). Both the government budget and donor partners fund education. To focus that funding on priority areas, the government of Malawi has developed various educational policy guidelines (Ministry of Education, Science, and Technology, 2008).

Primary Education Challenges in Malawi

Malawi defines primary education as spanning the first eight years of formal education, beginning with grade 1 for children who are 6 years old and concluding with grade 8 for children who are 13 years old. Those who repeat take more years to complete this cycle. Teachers in each classroom determine who should repeat a grade rather than progress to the next class based on summative assessments.

The education sector in Malawi, especially primary school education, faces challenges of low literacy rates and low academic achievement among children in Malawi. “[Eighty-three percent] of grade 1 students cannot read a single syllable and 92% cannot read a single word…. Grade 3 students on average can read eleven words per minute and 67% cannot identify the first sound, or phoneme in a word” (USAID, Malawi, 2016). A study by the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) revealed that Malawi performed poorly in high level reading skills with fewer than 20% reading for meaning and fewer than 7% of grade 6 students reading at a critical, analytical, inferential, and interpretive level.
Grade 6 students across the country performed the lowest among 15 SACMEQ countries (Milner, Mulera, Banda, & Chimombo, 2011). In addition, Malawi has high dropout and repetition rates among primary school students. In 2008, Malawi’s repetition rate stood at 18% (Ministry of Education, Science, and Technology, 2008); in lower grades, 25% of children repeat the same grade every year (Hall & Mambo, 2015) and 15% drop out of school; half of all students enrolled in primary schools dropout before reaching grade 4 (UNICEF, n.d), and only 31% complete the entire primary school cycle (Hall & Mambo, 2015). SACMEQ research indicates 60.3% of students had repeated at least one class before reaching grade 6 (Hungi, 2010).

Challenges of low literacy and low academic achievement among primary school students are attributed to, among other things, a lack of basic reading skills and limited reading resources in schools. Sharra (2012) explains that 70% of Malawian students who lack basic skills drop out of school before reaching grade 6. The Malawi government attributes high illiteracy and dropout rates to inadequate teaching and learning resources in schools (Ministry of Economic Planning and Development, 2011). Despite government efforts to provide learning resources, the availability of textbooks in schools is deteriorating. In grade 5 and 6 across Malawi, the ratio of students to available English textbooks is 4:1 and 6:1 respectively (Ministry of Education Science and Technology, 2014a). Chimombo (2005) explains that the lack of school libraries and books in homes has led to 91.4% of grade 6 students in Malawi not reading at a minimum mastery level as prescribed by reading specialists, and 71.1% are not reading at even an independent level. Despite the need for libraries and books to improve literacy, the latest SACMEQ study indicates that only 15% of grade 6 students in Malawi access schools with libraries, and only 24% had their own reading text in class (Milner, Mulera, Banda, & Chimombo, 2011).

In order to improve literacy and academic achievement, Malawi’s government, in collaboration with other stakeholders, developed education policies that guide activities and programs that may help address low literacy and academic achievement in primary schools. These policies recommend training teachers, building classes and teachers’ houses, and providing reading materials to schools (Hall & Mambo, 2015; Ministry of Education Science and Technology, 2014a). However, unclear is how school libraries and the training of school librarians are part of Malawi government’s core strategy.

Statement of the Problem

In 1994, the Malawi Government abolished school fees in all primary schools, fees that were used to buy learning materials (books and other learning resources) and build infrastructure (school blocks, offices, etc.) (World Bank/UNICEF, 2008). The abolition of school fees was replaced by primary school grants that are used to procure learning materials and build school infrastructure (Hall & Mambo, 2015). In addition, the government and its donor partners have been involved in projects that provide reading resources, build school blocks, and train teachers in reading skills in an effort to offset challenges of literacy and academic achievement among children in primary schools (Ministry of Education, Science, and Technology, 2008). Despite these efforts, students in primary schools still experience low literacy and limited academic achievement (USAID, Malawi, 2016; Hall & Mambo, 2015; Sharra, 2012). Despite the evidence that school libraries help address the current challenges of low literacy and academic achievements in primary schools (Boelens & Van Dam, 2012; Moreillon, 2009; Mchombu, 2006; Krolak, 2005), school libraries have not been one of the intervention measures to solve these challenges. This review, therefore, seeks to find out if education policies that guide activities addressing low literacy and academic achievement affect the funding and establishment of school libraries in primary schools in Malawi.

Purpose of the Study and Research Questions
The purpose of this study is, therefore, to review key government educational policy documents that guide activities and programs that help reduce low literacy and academic achievement in primary schools and to discuss how these policies affect funding of school libraries in Malawi. To fulfill this purpose, the study will investigate one overarching research question:

*How do government policies that help reduce low literacy and academic achievement affect the funding of school libraries in primary schools as a strategy of promoting literacy and academic achievement among children in Malawi?*

**Definition of Terms**

- **Basic Education**: also referred to as primary education; Education from grade 1 to grade 8 (ages 6 to 13)
- **School Librarian**: also known as library media specialist, media specialist, teacher librarian, and information specialist: Someone with professional training in managing school libraries who works in the school library. In this paper, the term school librarian will be used.
- **School Library**: A library in the school, managed by a school librarian, with the primary function of supporting learning. School librarians provide resources and instruction and collaborate with teachers to meet the needs of both teachers and learners.
- **Southern Africa Consortium for Monitoring Educational Quality (SACMEQ)**: The consortium is comprised of government ministries of education located in Southern Africa. It collects and evaluates information about education in Southern African countries in order to improve the quality of education.
- **Donor Partners**: International or national organizations that provide developmental and humanitarian assistance to Malawi.
- **Primary School Education Advisors (PEA)**: Education officials who supervise primary school activities and teachers.
- **District Education Information Systems Officer (DIS)**: An officer at the district education office responsible of data collection in primary schools.
- **District Education Desk Officer**: An officer at the district education officer responsibility for receiving reports and monitoring activities in primary schools.

**Foundation and Justification**

A review of literature about the role of school libraries in improving academic performance and promotion of literacy among children in Malawi helps to justify why education policies that address challenges of low literacy and academic achievement in school should include the establishment of and funding for school libraries in primary schools as a strategy for improving academic achievement and literacy among children in Malawi. This section describes how school libraries improve learning and academic achievement, improve literacy, teach information literacy skills, and serve as information centers.

**Improving Learning and Academic Achievement**

School libraries provide the school with a learning center equipped with resources that support students and teachers. Exposure to diverse resources that meet the interests and needs of readers and match their reading abilities and learning needs motivates children to develop reading habits. In the process, they improve in reading, in their academic achievement, and in the development of literacy skills (Goodin, 2010; Krolak, 2005; Mchombu, 2006). School librarians work with teachers to identify learning materials that meet learners’ needs and interests. They work with teachers to design instruction and instructional strategies that meet different learning styles. They develop
collections that reflect curriculum needs and diverse learning needs of learners and that promote independent use of resources (Moreillon, 2009).

A pilot study conducted in Fiji, Singapore, and Sri Lanka, called Book Floods, which involved giving children several books covering diverse interests and needs, revealed that when children have access to high-interest books, their reading, writing, listening, vocabulary, and grammar skills greatly improve (Krolak, 2005). The Read Education Trust found that children in South Africa with access to libraries had 189% better reading scores than those without school libraries (Krolak, 2005). In the Let’s Read Malawi project in Dowa, Malawi, where school libraries were used as intervention to literacy and academic achievement, students’ academic achievement in primary schools improved from 28% to 39% and daily attendance improved by 43% (American Institutes for Research, 2009).

According to Lance’s evaluation studies conducted in Colorado, Alaska, Iowa, Pennsylvania, Texas, Oregon, Massachusetts, and New Mexico schools, students in schools with well-trained-staffed and funded school libraries scored 10% to 25% higher in standardized tests than students in schools with poorly funded libraries (Ontario Library Association, 2006). Several additional studies conducted in the United States revealed a positive relationship between student achievement and the presence of a school library staffed by qualified school librarians (Scholastic, 2016).

**Improving Literacy**

School libraries create an environment that promotes a love of reading and the development of information literacy skills (Boelens & Van Dam, 2012). School librarians create a motivating and stimulating physical environment in the library, which attracts students to visit and read. School librarians hang posters, display new books, and create spaces where students can relax and read as if they were at home (Shannon, 2003).

Moreillon (2009) asserts that “[School librarians] take leadership roles in organizing and promoting literacy projects and events that engage learners and motivate them to become lifelong readers” (p. 26). School librarians use their expertise to develop the library collection that appeals to the diverse interests and needs of its users. They use their expertise to motivate students to read and enjoy reading through read-alouds, book talks, and storytelling (Shannon, 2003).

Findings from a Quality Improvement, Development, Support and Upliftment Programmes for Public Schools (QIDS-UP) project that provided books to disadvantage schools in Western Cape in South Africa revealed that students who have access to libraries with trained librarians had greater improvement in literacy than their counterparts without trained librarians. In certain cases, there was a 76% literacy improvement among 3rd and 6th graders (Hart, 2012).

School librarians run literacy promotion programs in collaboration with teachers, parents, and the community (Moreillon, 2009). School librarians work with teachers to build a library collection that can be integrated into reading programs in classrooms. Carefully selected books and other reading materials serve as supplementary resources for independent and struggling readers. In addition, school librarians encourage parents to read to their children at home and invite them to help select books for their children (Shannon, 2003).

**Fostering Information Literacy Skills**

School librarians teach children and staff how to access and use information in various formats. “[The school library] serves as a laboratory of active learning where students may develop their skills, hone their attitudes, practice their responsibilities independently, and regulate their own learning” (American Association of School Librarians, 2009, p. 11). As the ability to learn from
books and other reading materials depends on skills for accessing and using information, school librarians teach students how to access information in the library and beyond. These skills prepare students for independent and lifelong learning. Skills that children learn from the library help them access, evaluate, and use information effectively and prepare them to live an independent life in the complex world of information (Boelens & Van Dam, 2012; International Federation of Library Associations & UNESCO, 1999).

**School Libraries Serve as Information Centers**

School libraries provide equal access to a wide range of resources and provide an environment that encourages reading and learning for all children in the school (American Association of School Librarians, 2009). School libraries provide information for academic use as well as economic and cultural growth. The school library is important for literacy, education, economic, social, and cultural development (International Federation of Library Associations & Institutions, 2015; Krolak, 2005).

**Method**

A qualitative document analysis method was used to collect data from different policy documents. Through this process the researcher, identified aspects within the selected policies that affect the funding and establishment of school libraries in Malawi. Mogalakwe (2006) defined the document analysis research method as a means of finding needed information by analyzing documents such as reports, policies, and other public documents. In addition, interviews with educational experts assisted the researcher in selecting and interpreting applicable policy documents.

**Education Policies Reviewed**

Decisions in Malawi’s primary schools are guided by three major policies:

**National Education Sector Plan I 2008-2017.** The National Education Sector Plan (NESP) was developed with inputs from the Malawi Ministry of Education and its donor partners. It presents educational goals, objectives, and proposals on how to achieve these goals in 10 years. “NESP forms the basis of all investments [by the government of Malawi and all development partners]. Decisions about funding for development of education will be based on the plan” (Ministry of Education, Science, and Technology, 2008, p. 4). It addresses four thematic priority areas: equitable access to education, improved quality, relevant education, and improved governance and management. The plan highlights inadequate teaching and learning materials, poor infrastructure, the shortage of qualified teachers, and poor retention of students in grades 5 to 8 as challenges. The plan proposes construction of classrooms, provision of textbooks, and training of teachers. It introduces policies to reduce class size, reduce repetition and dropout rates, and provide grants to communities for schools (Ministry of Education, Science, and Technology, 2008).

**Malawi Education Sector Implementation Plan II 2013/14-2017/18.** The Education Sector Implementation Plan (ESIP II) is a five-year plan that translates broad educational objectives from the National Education Sector Plan into smaller programs with detailed objectives, targets, activities, and budget. The major focus of the basic education sector in this policy is to ensure that 50% of children reach level 4 literacy (reading for meaning) and numeracy by 2017, reduce the primary school repetition rate from 22% to 10%, and reduce the dropout rate by one-third by 2017. To achieve these goals, the policy recommends extending school hours for early grades with 4 hours focused on early grade reading and mathematics, timely provision of textbooks, teacher
motivation, remedial lessons, increased funding to communities, and building more classrooms (Ministry of Education, Science and Technology, 2014a).

**National Reading Strategy (2014-2019).** The National Reading Strategy (NRS) outlines strategies, activities, and procedures to achieve a high literacy rate and reduce repetition and dropout in schools. It “provides a framework for developing and implementing a cohesive, sustainable, reading program that can be implemented nationally with fidelity” (Ministry of Education Science and Technology, 2014b, p.3). It focuses on the output and activities identified in the Education Sector Implementation Plan II. This policy identifies specific core components: instruction, assessment, teacher preparation, family, and community. The National Reading Strategy also highlights the conditions and environment that will help promote reading, which include appropriate reading materials, frequent reading, and content of reading materials. The strategy stresses the importance of reading a variety of texts and genres and extending the length of time children spend reading. It places responsibility for funding class textbooks, teacher salaries, and teacher training on the government and its donor partners. It indicates that funding for school library and the school librarian will come from local communities (Ministry of Education, Science, and Technology, 2014b).

**Data Collection Procedures**

The Malawi Government has different policies guiding activities that help to attain goals and objectives of institutions. For the purpose of this review, teachers, district education officials, and primary school education advisers (PEAs) assisted to identify key government policies that influence decision making in primary schools on planning, designing infrastructure, and activities. Identified policy documents were analyzed to identify policies that help address challenges of low academic achievement and low literacy among primary school students in Malawi. Identified policy documents that address challenges of low literacy and academic achievement were discussed with educators on how they affect the funding and establishment of school libraries in primary schools in Malawi. Information was coded by selected themes developed from the research question.

**Data Analysis**

Collected data from selected government education policies were recorded for easy analysis, interpretation, and comparison. Relevant sections were identified and grouped into appropriate categories. Bowen asserted, “document analysis yields data excerpts, quotations, or entire passages that are organized into major themes through analysis” (quoted in Manuel & Popov, 2016, p.56).

Each of the identified policies was analyzed based on the following criteria:
- Policy response to challenges of low literacy and academic achievement;
- Policy influence on funding of school activities and project; and
- Use of terms school library, school librarian, and funding school libraries in the policy.

**Results**

In this section, results are presented in reference the three criteria noted in the Method section: policy response to challenges of low literacy and academic achievement; policy influence on funding of school activities and projects; and school library, school librarian, funding schools libraries.
Policy Response to Challenges of Low Literacy and Academic Achievement

All three policies identify causes of challenges of low literacy and academic achievement and how to respond to low these challenges. The National Education Sector Plan (Ministry of Education Sciences and Technology, 2008) identifies “shortage of qualified primary school teachers...inadequate...infrastructure and inadequate teaching and learning resources” (p.11) as challenges. The policy intends to “improve teaching inputs to facilitate more effective learning and to increase learning achievement, including supply of books and other teaching-learning materials ...and increase number of trained teachers” (p. 11) as some of the solutions to the identified challenges.

The Education Sector Implementation Plan recognizes the absence of learning resources in schools and high dropout and repetition rates as key challenges. This policy reports the following key concerns: (1) “English text books, in grade 5 and 6 ratio ranges between 4:1 and 6:1” (p.25); and (2) “Each year 3-15% of students drop out and between 14-15% failed to progress to next grade” (p.26).

The policy intends to respond to these challenges by focusing on reading skills to achieve “at least 50% of children will reach the base level of [grade] 4 literacy and numeracy by 2017”(p.48) and “reduce [the] repetition rate from 22% to 10%”(p.51). To achieve this, the policy provides the following guidance: (1)“Extend school by an hour: a curriculum covering 4hours with greater focus on literacy and numeracy” (p.49); (2) “Provide a better learning environment for students…and construction of additional classrooms”(p.50); and (3) motivate teachers by giving them skills and resources (Ministry of Education Science and Technology, 2014a).

The National Reading Strategy Policy highlights reading challenges in grades 1 to 4. “Less than 3% of grade 2 children and 30% of grade 4 could answer a comprehension question about a passage they had read” (p.6). The policy has been developed to fulfill outcomes established by the Education Sector Implementation Plan to “[increase] numeracy/literacy levels in early grades” and “[reduce]...repetition and dropout rates” (p.20). This policy recommends the provision of “ additional reading materials...development of grade level readers for classroom use, and development of school or community libraries to increase the access to print and to promote literacy and literacy related activities in the community”(p.20); “engaging [the] community as partner to “contribute to development of activities that promote a literate community and reading culture...provide support for specific needs such as set of books...[and] the salary for librarian...” (p.33); and to provide children with “multiple opportunities to read and to be read to every day, using a variety of texts” (p.13) (Ministry of Education Science and Technology, 2014b).

Policy Influence on decision to fund school activities and Projects

These individual policies together influence educators’ decisions for activities and projects at school because all are mandated by the Ministry of Education and guided by the National Education Sector Plan (NESP). The National Education Sector Plan (NESP) influences decisions on school funding activities. “Decisions about funding for development of education will be based on the plan (NESP)” (Ministry of Education, Science, and Technology, 2008, p. 4). “ESIP II...translates broad development of objectives of NESP into implementable plans...with detailed objectives, targets, activities and budgets” (Ministry of Education Science and Technology, 2014a, p.11). The National Reading Strategy (Ministry of Education Science and Technology, 2014b) “is aligned with priorities set forth in the ESIPII in terms of focus, output, and activities” (p.3). The policy has been developed to fulfill ESIP outcomes of “[increasing] numeracy/literacy levels in early grades,” and “reduction of repetition and dropout rates” (p.20).
Inclusion of School Library, School Librarian and Funding School in Policies

Neither the National Education Sector Plan nor the Education Sector Implementation Plan II mentions school library, school librarian, and funding school libraries; however, The National Reading Strategy Policy includes school library and school librarian (p.20, p.33). However, funding of the school library was not mentioned in this policy document (Ministry of Education Science and Technology, 2014b). This policy specifically recommended the “development of grade level readers for classroom use and development of school or community libraries to increase the access to print and to promote literacy and literacy related activities in the community” (p.20); engaging the community as partner to “contribute to development of activities that promote a literate community and reading culture…provide support for specific needs such as set of books, …[and provide]… the salary for librarian” (p.33). The National Reading Strategy Policy, however, does not identify the school library and the school librarian as core components of its strategy for improving reading: “The core components of the strategy of (NRS) are instruction, assessment, teacher preparation, and families and communities” (p.3).

Discussion

Using the data drawn from Malawi’s government policies, this study sought to address the following question: How do government policies that help reduce low literacy and academic achievement affect the funding of school libraries in primary schools as a strategy of promoting literacy and academic achievement among children in Malawi?

Three policy documents were analyzed based on “how they respond to challenges of low literacy and academic achievement,” “how they influence decisions on funding activities and projects in primary schools,” and “inclusion of school library, school librarians, and funding of school libraries in policies.

This review revealed that these policies respond to challenges of low literacy and academic achievement such as inadequate teaching and learning materials, repetition and dropout rates, and low literacy by increasing the supply of textbooks and other learning materials, increasing the number of trained teachers, construction of classroom blocks, and extending school hours for reading. School libraries have not been included in these policies as one of the core strategy for addressing these challenges.

Despite evidence that school libraries and school librarians help solve academic performance and low literacy rates (Krolak, 2005; Moreillon, 2009; Woolls, 2008; Scholastic, 2016), not including construction of school libraries and training of librarians in this policy makes it difficult for government and other funding agencies to fund them. The National Education Sector Policy (NESP), which guides the other two policies, states that any funding to primary education should be based on this policy (Ministry of Education, Science, and Technology, 2008, p. 4). J. Phiri, primary school education advisor, explained that NESP acts as a school check list in regards to what should be approved as school activity and infrastructure development. The absence of school libraries in this policy makes it difficult to prioritize school libraries (Personal communication, February 4, 2017).

Further, it is revealed that key policies that are used in decision making in primary schools do not recognized the school library as a core function of the school. While training of teachers and construction of classrooms are key strategies for dealing with low literacy and academic achievement, as presented in the National Education Sector Plan and the National Education Sector Implementation Plan II, school libraries and school librarians are treated as a community issue in the National Reading Strategy Policy. J. Nkhoma, District Education Information Systems officer in Mzimba North School District, and E. Banda, Desk Education Officer for Mzuzu City
District, asserted that since key policies are silent on school libraries as a core function of the school, most schools operate without them (J. Nkhoma, personal communication, February 2, 2017; E. Banda, personal communication, February 4, 2017).

The National Reading Strategy mentions the school library as an alternative for a community library and paying of the school librarian as a community responsibility. Taking into account that in Malawi, 80% of the population lives in rural areas with a high level of poverty and that the majority are living on only $1.25 USD per day (World Fact Book, n.d.; United Nation Development Programme, n.d.), the establishment and funding of school libraries becomes too expensive for communities to afford.

In rural areas, school libraries are almost non-existent. J. Nkhoma, District Education Information Systems in the Mzimba North School District, explained that in 249 primary schools in the district, none of the schools has a school library that meets the international definition. He attributed this to a lack of clear policy on the role of school libraries in primary school education and the lack of support from government (Personal communication, February 2, 2017).

**Conclusions and Recommendations**

Malawian primary school children face challenges of low literacy and limited academic achievement, which are manifested in high repetition and dropout rates. These challenges are mainly caused by a lack of reading and learning resources, a lack of trained personnel to help children read, and poor infrastructure in schools. To solve these challenges, the Malawi government has developed a policy framework to guide it, and its donor partners on how to address these problems. Although the research shows that school libraries are one of the effective strategies for improving academic achievement and literacy among children, current basic education policies that help improve literacy and academic achievement have not included school libraries as a core strategy. How do these policies affect the funding of school libraries in primary schools as a strategy for promoting literacy and academic achievement among children in Malawi?

All three education policies under study did not mention school libraries and school librarians as core strategies like teachers and construction of school blocks. Hence, school libraries are not a funding priority for either the government or donor partners. These policies guide schools and community priority areas for project funding. School libraries can only be established if they are funded by the government with its donor partners as it is done with teachers and construction of school blocks.

Although the National Reading Strategy Policy mentions school libraries and school librarians, the policy does not recognize school libraries as a core component of the National Reading Strategy in Malawi. The policy indicates a community library may serve as an alternative for a school library and puts responsibility for paying a school librarian on the community. Because of the extreme poverty of communities across most of Malawi, it is not feasible to rely on communities to build school libraries and pay salaries for school librarians.

Several studies have linked improvement of academic performance and literacy promotion among children to school libraries. Research also shows that students in Malawi benefit from school libraries that serve to promote literacy and provide learning resources. In Dowa, Malawi, the school library helped improve student literacy and academic achievement in primary schools from 28% to 39% and daily attendance improved by 43% (American Institutes for Research, 2009). However, there is need for more local research on how school libraries may help improve literacy and academic achievement in Malawi. A national wide research like the studies conducted by Keith Curry Lance and others in Colorado, Alaska, Iowa, Pennsylvania, Texas, Oregon, Massachusetts, and New Mexico in the USA (Ontario Library Association, 2006) to determine the
impact of school libraries on literacy and academic achievement is needed in Malawi to provide further evidence of the positive impact of school librarians and libraries on academic achievement.

The results of this policy analysis, therefore, suggest that government policies add school libraries as a core strategy in solving issues of performance and overcoming low literacy rates in Malawi. As a core strategy, school libraries will become a priority for planning by local educators and an attractive component for funding by local governments, Malawi government, and donor partners. School libraries will, among other things, provide extra resources to schools that will meet the needs of all learners, provide an opportunity for school librarians and teachers to work together in the promotion of literacy, provide learners with information literacy skills for independent and lifelong learning, and create a physical and inviting literacy environment that will encourage children to read frequently. Lastly, school libraries managed by qualified librarians will help keep and ensure that learners use school resources to realize their potential.

References


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