

# The Role of African Librarians in Early Literacy

## Report on an AfLIA Short Course



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**African Library &  
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& Institutions**

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## 1. Background on AfLIA

The [African Library and Information Associations and Institutions](#) (AfLIA) was launched in 2013 and is registered as an international non-governmental organization (INGO) under the laws of Ghana in October 2014. AfLIA's objective is to empower the library and information community to actively promote the African development agenda through dynamic services that transform livelihoods. As a pan-African organization, AfLIA collaborates with libraries, national library associations, governments and government agencies responsible for libraries, African regional and economic bodies, global partners and related organizations. Its member libraries include national, public, community, and academic libraries as well as non-governmental bodies in the book ecosystem.

AfLIA carries out training (face-to-face and via the Internet); engages in research and dissemination; and holds webinars, with an overarching goal of promoting the role of African librarians and libraries in development and in opening up knowledge in the communities where it works. As such, AfLIA is a strong proponent of open licenses. It actively seeks to raise awareness about opening up knowledge in Africa as exemplified in its work with the [Wikimedia Foundation](#), [StoryWeaver](#) and [African Storybook](#) that promoted and taught the use of open licenses to make more storybooks available in English and local languages to children offline and online. AfLIA has also collaborated with OER Africa to teach short courses on Open Educational Resources (OER) and open access publishing. The organization is currently working with SPARC Africa to drive the practice of open access more widely across the continent in the library sector and academic institutions.

Cover images: Far left and upper right: National Library of Uganda; Lower right: Enugu State Library (Nigeria)



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## 2. Introduction

According to UNESCO, Sub-Saharan Africa has the highest number of out-of-school children in the world.<sup>1</sup> The factors that spawn illiteracy are also high, with a literacy level that is below the global average. The World Bank uses the term 'learning poverty' to spotlight deficits in learning to read by age ten and other foundational skills across the world and the significance of building these skills to promote economic and social development. Using statistics from UNESCO and other organizations, the Bank reported in 2019 that in that year 87% of Africa's children were learning poor.<sup>2</sup>

Figure 1: Percent of learning poor children in low- and middle-income countries, by region



Stemming the tide will need multi-pronged approaches that start early enough in a child's life and may involve other players beyond those in formal education.

Early literacy development is foundational for academic achievement, lifelong learning and sustainable development. Availability of varied reading materials in an environment that promotes literacy activities, especially where adults read to children, has proven to help in inculcating early literacy. Public and community libraries are literacy-rich and child-friendly spaces that easily take up the role of effectively introducing early literacy skills and a love of reading in children. These libraries offer opportunities through their programmes to provide early literacy and learning experiences that lead to the acquisition of reading skills and a love of exploring the pages of books.

Traditionally, early literacy development is expected to take place in homes. However, in Africa, public and community libraries effectively serve children who do not have age-appropriate books at home, or literate parents, guardians and/or caregivers who can read to them and introduce the joy and wonder of discovering new words and concepts. Public and community libraries also work with kindergartens and primary schools to run reading outreach programmes that promote early literacy development.

However, many African librarians and library staff members lack the training to teach literacy acquisition. Although there are training programmes on early literacy development for librarians, many are located in the United States and use US examples and methods. AfLIA wanted to develop a course on early literacy development for African librarians that would draw on expertise from everywhere, but particularly Africa. In addition, AfLIA wanted to use its course to emphasize the potential of open licensing and the importance of mother-tongue reading materials in reading

<sup>1</sup> See <http://uis.unesco.org/en/topic/education-africa>

<sup>2</sup>World Bank. 2019. *Ending Learning Poverty: What Will It Take?* World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/32553> License: CC BY 3.0 IGO. Downloaded on 27 June 2022 from

<https://openknowledge.worldbank.org/bitstream/handle/10986/32553/142659.pdf?sequence=7&isAllowed=y>

acquisition.<sup>3</sup> With funding from [Neil Butcher & Associates](#) (NBA), AfLIA was able to create such a course for African librarians in public, community, and national libraries.

The main course objectives were to:

- Train African public and community librarians and library staff to gain an understanding and practice techniques for teaching children vocabulary development, as well as print and phonemic awareness in mother tongue and English. When children are exposed to literacy-rich environments with age-appropriate resources in their mother tongue, they are better equipped to internalize learning as part of their everyday lives.
- Lead the participants to a deeper understanding of how to encourage children to fall in love with stories and reading.
- Use open licensing to increase appropriate reading resources for the target age group through the translation of existing stories into mother-tongue languages.

Ensuring that voices of the Global South are integral to the discourse, planning, and funding of early literacy initiatives was a guiding principle in creating the course content.

### 3. Establishing the baseline: using librarian champions to survey their peers

First AfLIA wanted to ascertain whether its constituency was interested in such a course and the kind of baseline data necessary to build it. It wrote a survey document, with assistance from NBA, and decided to use national champions to help with administration. It was a technique successfully used in the past and this activity proved no exception.

AfLIA identified librarians who could stand as Champions, that is part-time volunteers who would serve as the go-to people for the project in the eighteen (18) English-speaking African countries from which the course participants were to be drawn. After the Champions' consent was procured, a webinar to explain the survey, the course, and their different roles at the various stages of the project was held. The Champions also provided the names and emails of those in charge of public and community libraries and officials of Library Associations in their different countries. AfLIA wrote to all of the government and association officials explaining the project and seeking assistance for collection of baseline data on children's sections and corners in their national, public and community libraries.

AfLIA also outlined the Champions' role as follows:

- To disseminate the baseline survey link to public and community libraries as well as National library branches that offer children services within the country.
- To be available to answer questions on completing the baseline survey.
- To ensure that each library submitted only one survey as duplicates from a library might distort data collected.
- To ensure that each country filled all its slots for the course when the call for participation opened.

The Champions were from Botswana, Egypt, Eswatini, the Gambia, Ghana, Kenya, Lesotho, Malawi, Namibia, Nigeria, Rwanda, Tanzania, Seychelles, Sierra Leone, South Africa, Uganda, Zambia, and

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<sup>3</sup> Numerous studies have shown that children learn to read more easily and fluently in their mother-tongue language. See *LOUD AND CLEAR: Effective Language of Instruction Policies For Learning*, The World Bank, 2021. Downloaded 27 June 2021 from <https://www.worldbank.org/en/topic/education/publication/loud-and-clear-effective-language-of-instruction-policies-for-learning>



Zimbabwe, and all belonged to AfLIA’s growing network of African librarians. We were then ‘pleasantly surprised’ by librarian input from five additional countries. The commitment of these champions and librarians was exemplary. Internet in Africa is unstable in most places and access to technology is very uneven across the continent. When it proved impossible for some librarians to complete their questionnaires online, the relevant Champion(s) phoned the librarian and wrote down the replies for submission to AfLIA. The Champions also ascertained who would be interested in participating in the course.

Figure 2: AfLIA country Champions



#### 4. The survey

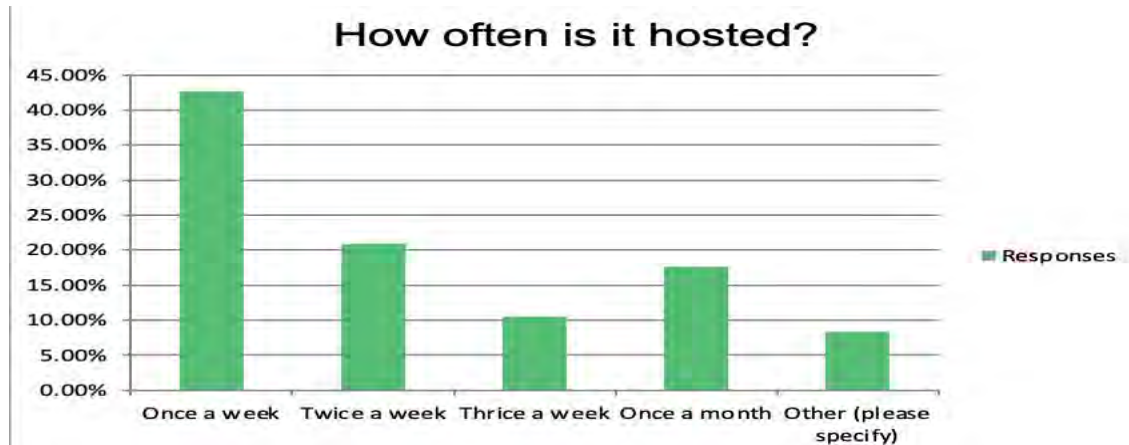
The survey sought to understand early literacy development infrastructure and capacity in public and community libraries in 18 African countries and it ran from April to June 2021. It was structured to gather sufficient baseline data to produce a meaningful course for African librarians on early literacy development, a course that would directly serve the people for which it was aimed. At AfLIA, we believe that in order to engage African public and community library staff with early literacy programmes, we need a strong working current knowledge of the conditions at different libraries on the continent, what they presently offer in early literacy programmes, the resources available, the skill-sets of library staff who work with children, and which gaps in their skill sets would need to be filled to help librarians improve their work with children.

The survey comprised sixty-nine questions to gather information on library infrastructure including technology and connectivity, existing facilities in children’s sections/corners, specific services targeted towards early literacy, collaborations, digital storytelling, creativity, and the basic skills of library staff from public and community libraries, as well as the impact of COVID-19 on the library services.

The letter to officials in charge of libraries and library associations helped to smooth the process of data collection. In the end, national, public and community libraries in 21 countries provided responses.

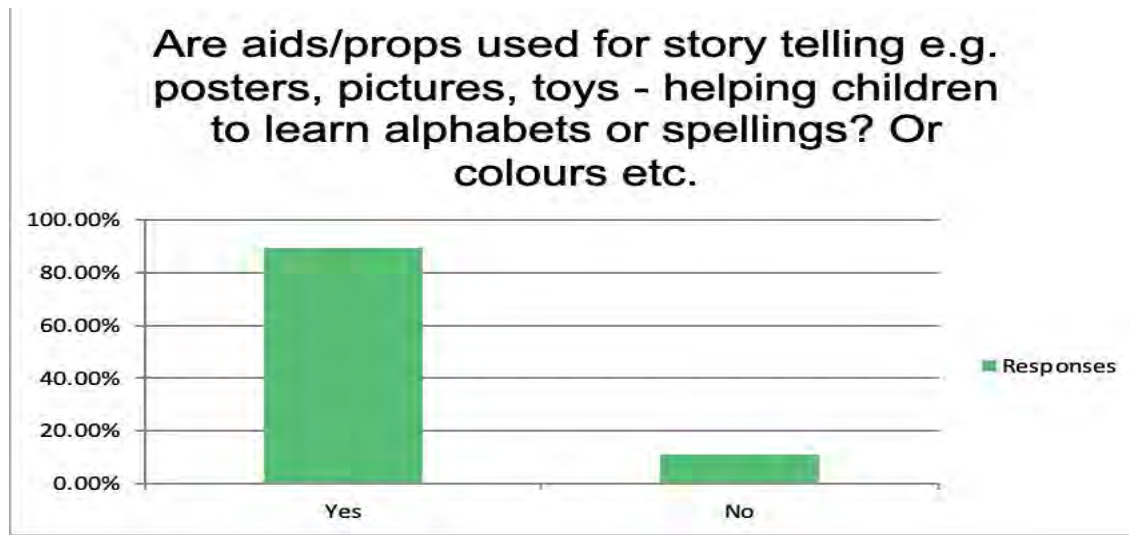
Survey results confirmed that a little more than 80 percent of the libraries maintained a children’s section or corner and about 68 percent of the librarians organize story-hour events for the children.

Figure 3: Frequency of story hour at libraries surveyed<sup>4</sup>



The librarians read books aloud, told folktales, and some of them dramatized the stories, with dancing and other means. Many of them used a variety of aids and props in their children’s section as shown in figure 4 below.

Figure 4: Storytelling aids and props<sup>5</sup>

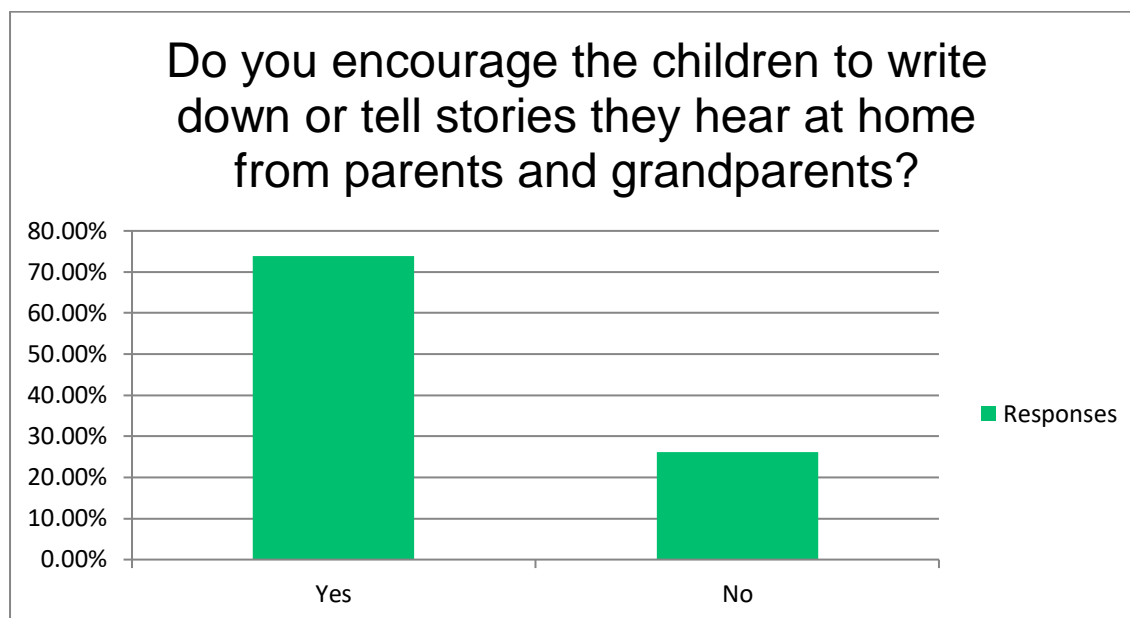


Findings from the survey also indicate that the libraries encouraged children to tell stories that their family told them. This is important as oral tradition is still a way Africans pass on the knowledge, ethics, and norms of their communities from one generation to another. See these findings in Figure five below.

<sup>4</sup> From the survey raw data and not available online.

<sup>5</sup> From the survey raw data and not available online.

Figure 5: Learning from parents and grandparents<sup>6</sup>



Further answers given by librarians about story hour activities are listed below.

- *“We have teachers that normally accompany the children so as to help the librarians to manage the activities. Stories are read to the children and questions asked at the end and at times the children are asked to read the books.”*
- *“First, we read the story and the children listen to it, then we are providing some aids, such as posters and pictures, to help the children understand and imagine the story. We also use games to simplify the information provided. Sometimes a story is played and each child chooses the character they like to play its role.”*
- *“Sometimes we ask a member of the community to tell a story...”*
- *“Children come to the library for storytelling. We choose an interesting book either in English and Ndebele to read. Learners are taught how to read English and Ndebele Books. After reading questions are asked about the characters in the book, the theme, plot and we analyze the book. After every story telling we evaluate the exercise and assess the reading and listening abilities of the learners.”*

We also discovered that over 200 distinct languages and dialects are spoken at the libraries surveyed across the 21 African countries. Most of the books in libraries are in English, which many of the children do not understand. In some instances the librarian will translate stories into mother-tongue languages. Language became a major theme of the course during its development and implementation.

<sup>6</sup> From the survey raw data and not available online.



Figure 6: Languages represented in the survey<sup>7</sup>



The data and replies from the librarians surveyed convinced us that staff would be open and enthusiastic towards additional training and that library facilities and services could be further honed for targeted early-literacy development.

Information gleaned from the survey results also pointed to the fact that many public and community libraries in Africa do not have adequate reading materials and storybooks in the local languages spoken in their user communities. The findings revealed that the availability of internet-enabled devices in these libraries can support the acquisition of more storybooks in local languages through open licensing. Most importantly, knowledge gaps in the adoption and teaching. The report will be found on the AfLIA website.<sup>8</sup>

## 5. The course

The course was aimed at teaching librarians and library staff at national, public and community libraries in Africa, the techniques and processes involved in emergent literacy and how to use library spaces and resources to drive print and phonemic awareness, including vocabulary development in mother tongue languages and in English. It is also important to understand that many public and community libraries in Africa are under resourced, particularly those in rural areas. The following assumptions were made in developing the course:

- It would be primarily for librarians and library staff that work in children’s sections/corners of African national, public and community libraries.

<sup>7</sup> <https://www.earlyliteracynetwork.org/blog/nba-and-afLIA-are-sharing-info-about-creation-their-course-early-literacy-development>

<sup>8</sup> Go to <https://web.afLIA.net/wp-content/uploads/2022/06/Highlights-of-findings-from-Early-Literacy-Development-Survey-findings.pdf>

- It would be the first of its kind in sub-Saharan Africa to centre on supporting and building the capacity of librarians and library staff to enable early-literacy development. It would seek to complement other courses for classroom teachers in the early-literacy development field.
- The course would be designed as a personal development and peer-to-peer learning programme in consideration of the fact that the participants are librarians and library staff already engaged in full-time employment. Activities, including assignments within the course, were meant to provoke questions and conversations that could lead to deeper or fresh insights, study or research into early-literacy development services and programmes in national, public and community libraries.
- The course would assume that early literacy is the pre-school learning period in a child's life up to the age of six to eight years, before Basic one or Primary one. However, the course would also provide insights that could be applicable and adaptable for inculcating literacy skills and a love for reading to any age group, 'latecomers' to learning and/or school dropouts.
- Findings from the Early Literacy Development survey would be used to help shape the objectives of the course and underpin most activities including assignments, discussions, and additional reading materials.

The course introduction took place on Tuesday 5 April 2022 on Zoom. Participants were introduced to the Moodle online learning platform and given an explanation about how the platform works. Many of the librarians had never used Moodle before and so a Moodle FAQ page was created on the course platform and referred participants to it at each Zoom live session.

The course launched two days later on Thursday 7 April 2022. This Zoom session and all subsequent live sessions covered:

- An opening statement from Dr Osuigwe providing personal insights or additional introductory information about the upcoming work to be done.
- A breakdown of each module, expectations, discussion forums, and assignments.
- An overview of learning that had taken place in the previous module, and some examples pulled directly from the work that had been submitted by participants in the previous period.
- Interaction with participants to feel their pulse as they progressed with the course, understand their challenges in engaging with the course content or technical issues, as well as feedback from the groups within the course.
- Breakaway sessions to spend additional time discussing pertinent questions in a 'live' setting.

The course was slated to run for four weeks but it went beyond this time period to accommodate Christian and Moslem holidays as well as the Workers' Day celebration on May 1. These holidays ate into time and participants were given those days off. Having got a feel for how long participants were spending on each module, an additional week was also added to allow for the completion of the fourth module and any other outstanding work, with a wrap up session held on 17 May 2022. PDFs of the course modules, PowerPoints that were presented at the Zoom sessions, and a list of the Champions can all be found on the AfLIA website at <https://web.aflia.net/early-literacy-development-course/>.

## 6. The team

The course was developed and implemented as a team effort, and included Nkem Osuigwe, AfLIA's Human Capacity Development and Training Director; Rachel Ojo, a librarian and lecturer; Leanne Rencken, a teacher and course designer, Kirsty von Gogh, NBA Project Manager, and Lisbeth Levey, a consultant who specializes in ICT and OER in development. Dr. Ojo was course facilitator and was on call to assist learners through a WhatsApp group and via email. The course was adapted and uploaded to the AfLIA Moodle site by NBA instructional designers and the AfLIA technology team, led by Michael Thompson and assisted by Stanley Boakye-Achampong.

## 7. Course delivery and challenges

Course participation was predicated on internet access and an internet-enabled device as the course was to be conducted online. Participants were also required to be a part of the course WhatsApp group, which served the dual purpose of exchanging ideas between participants and alerting the project team to technical difficulties that required attention.

The course was structured both to help participants gain skills and deep insights into how African libraries can drive early literacy development, as well as, by way of a peer-to-peer learning approach, to encourage group learning and sharing of skills. Participants were expected to learn how to work in designated groups, to come up with ideas and solutions to common challenges. In addition, with intentions of developing a community of practice, they were encouraged to create a network in which they would continue to share their experiences in early literacy development going forward.

The Moodle learning platform was used to host and run the course while live sessions were held via Zoom. Other interactions among the participants and the project team, including reminders about the live sessions, explanations and socializing happened in the WhatsApp group. Each component of the course as initially designed relied on access to a stable internet connection.

*Figure 7: Trying to meet technical challenges<sup>9</sup>*

If you have technical difficulties accessing the moodle platform, please use the pdf files above.  
For your assignments, please you may write in a Word document and send as an attachment to [neosuigwe@aflianet](mailto:neosuigwe@aflianet) **indicating the module and the assignment number within the module**  
Also ensure that you give each assignment it's proper title.

We had an idea going into the initiative that reliable internet access might present a challenge to participants in many countries, particularly those in rural areas, but it was only during the course that we realized what a serious challenge connectivity would present, especially accessing materials on the Moodle platform. The WhatsApp group was filled with complaints about problems accessing content on the Moodle platform. We created PDF versions of each module and distributed them via WhatsApp, but did not emphasize using them until the end of the course when we suggested to the participants that they only go online to submit their work. Then, taking into account the intense frustration expressed by many participants about their inability to complete their assignments, we told them that they could email their Word documents for unfinished work instead of uploading the file on Moodle. In retrospect, we should have strategized more carefully on how to overcome technical challenges and will do so going forward. Technical recommendations will be found in the last section of this report.

Some problems were resolved with the help of the Aflia IT team; some through the Moodle FAQs page to which participants were referred; some were answered in the WhatsApp group, and others through direct messages by the participants to one or more of us (team members).

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<sup>9</sup> Message to participants from Dr. Osuigwe on the WhatsApp group.

We structured the course in four modules, each one tailored around specific learning objectives derived from the survey and global best practices. Learners were given one week to complete each module, with the exception of module four, which was quite long and required two weeks. In addition, in response to technical challenges, discussed in detail below, we did not stick to strict deadlines. There was one live Zoom session each week to discuss the previous week’s activities and challenges and to lay out expectations for the current module being studied.

Each module had audio and video talks (with transcripts provided), together with reading assignments on different perspectives, ideas and experiences for libraries on early literacy development. Course participants were divided into small groups to encourage interaction across libraries and countries. There were assignments to be carried out as a group or individually. Assignments were not graded, but they had to be completed as part of course requirements, and subsequently reviewed by other course participants who were randomly selected by the Moodle platform. Thus, there were no right or wrong answers, but rather the opportunity to review a variety of perspectives on each assignment.

Also, each of the four modules ended with a mandatory survey. This feedback mechanism enabled the facilitator and the project team to understand the participants’ experiences, thoughts, and feelings going through the module. The responses received, feedback during the Zoom sessions, and exchanges in the course WhatsApp group will be evaluated and integrated into the content going forward. All course materials are openly licensed and can be shared and adapted. Materials generated by the participants and cohort groups will also be similarly licensed. AfLIA will upload the course and ancillary materials to its platform.

Figure 8: PowerPoint slide from the first Zoom session

## Course components

<p><b>Interactive lesson</b></p> <ul style="list-style-type: none"> <li>• Each module features a few different interactive lessons, these are accessed via the Moodle.</li> <li>• These lessons are made up of text, images and video.</li> <li>• This is self study. Work through the material at your own time, with the goal of getting through it within the week.</li> <li>• The material will help you to contribute to the discussion forums and complete your activities.</li> </ul>	<p><b>Discussion forum</b></p> <ul style="list-style-type: none"> <li>• There are four to five discussion forums in each Module.</li> <li>• You can have your discussions in sessions within your group (on WhatsApp or Zoom).</li> <li>• But you need to contribute to each discussion on the Moodle discussion board as well.</li> <li>• You can’t proceed through the course without making a contribution.</li> <li>• All discussion topics have been set, but you are welcome to expand on these.</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• The activities have been designed in a practical way so you can try out your new skills, and gain confidence.</li> <li>• Your activities will not be graded; however, you will need to submit them to Moodle to get feedback from your group, and to give feedback to your group.</li> <li>• This is a peer review process. The intention is to learn from each other, as much as you’re learning from the course.</li> <li>• Please be respectful when giving and receiving feedback.</li> </ul>
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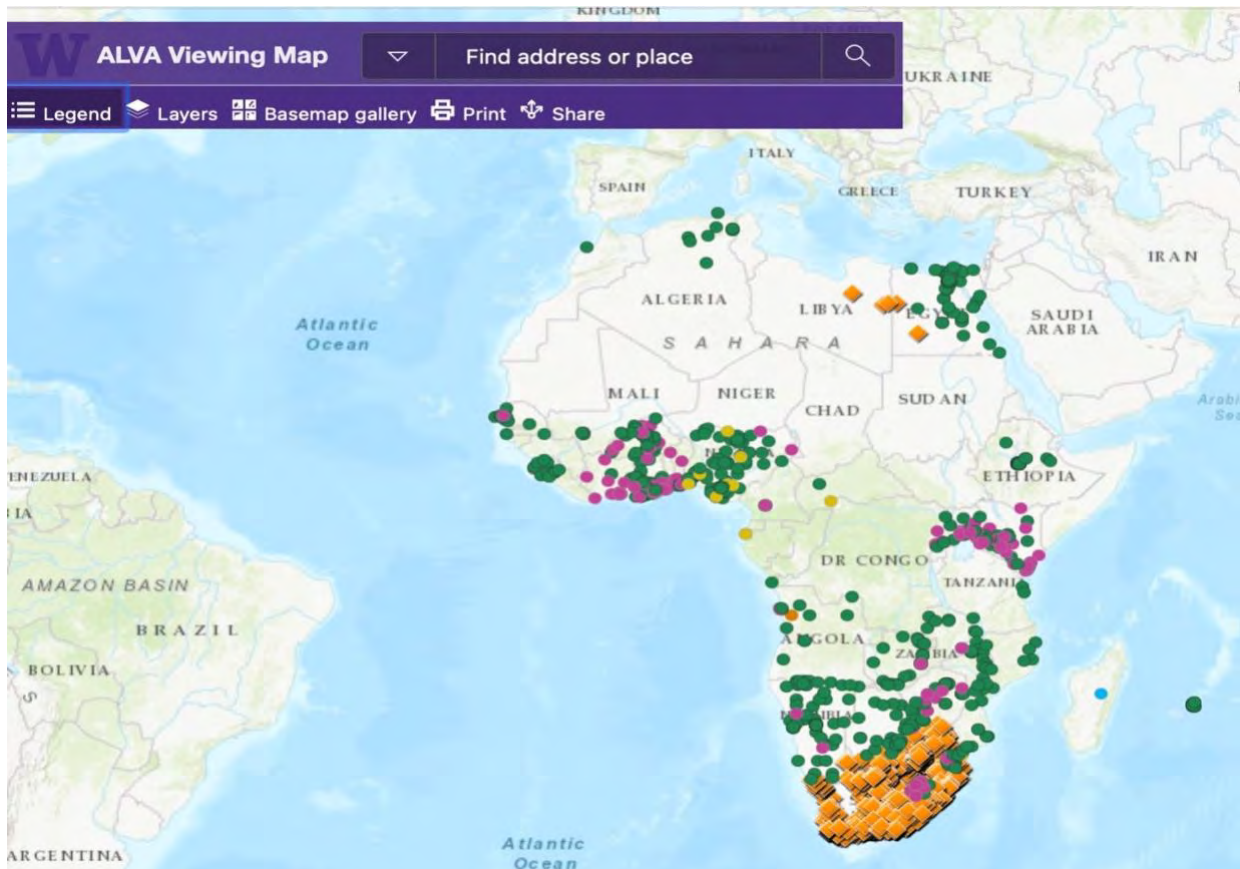
## 8. Module one

This module was intended to assist librarians and library staff in understanding why it is important for African children to gain early literacy skills and the library’s role in achieving this objective. The module also helped course participants to know what different African libraries are currently offering in the area of early literacy development, what can be done better, and what each one can learn from the other as possible best practices. The module also included content to enable participants to reflect on what they would love to achieve by completing the course. We also included additional reading materials.



One of the module’s fun activities was asking participants to locate their libraries on the Advancing Library Visibility in Africa (ALVA) viewing map.<sup>10</sup>

Figure 9: ALVA viewing map showing the location of national, public and community libraries in Africa<sup>11</sup>



Module one struck the right chord with an assignment to create an action-based and realistic mission statement that should outline the role of libraries in early-literacy development, what librarians and library staff can do to achieve the mission statement, and the general purpose behind why people work in libraries. The assignment was done in groups to give participants room to think, converse, and share ideas on this critical introductory work.

The conversation starters in the module were meant to provoke discussions about which facilities and resources in each library attract children to the library, and what could be done to make the library more attractive and welcoming for children – books, games, pictures, and other resources. This allowed the participants to ‘compare notes’ and to feel inspired about what their colleagues were doing across the continent. This was a welcome opportunity for participants to get a feel for what was happening purely in an African space, rather than what was happening abroad which is generally what international NGOs might have drawn their attention to previously, or what is available via an internet search.

<sup>10</sup> For more information on ALVA, see <https://www.tandfonline.com/doi/epub/10.1080/10572317.2020.1840002?needAccess=true>

<sup>11</sup> See: <https://uw.maps.arcgis.com/apps/View/index.html?appid=c2e56d5144af404caf8efcc62479f4d4>



Figure 10: Right from the start, participants were eager to share with and learn from each other<sup>12</sup>

**Feedback from the forums**

**Discussion topic 1.1.A**  
by Eurogine Carolus - Monday, 11 April 2022, 12:59 AM

[https://training.afliia.net/pluginfile.php/7278/mod\\_forum/post/2440/Activity1.A.rtf](https://training.afliia.net/pluginfile.php/7278/mod_forum/post/2440/Activity1.A.rtf)

Activity1.A.rtf

**Re: Discussion topic 1.1.A**  
by Jacinthah Nabagesera - Monday, 11 April 2022, 1:17 PM

Carolus, i have learnt from this document. Can I please know whether your library is doing all these or its based on research?  
Thanks

Permalink Show

**Re: Discussion topic 1.1.A**  
by Modou ML Jallow - Monday, 11 April 2022, 4:40 PM

Some of the things are being done by our library and also some are base on research

Here's another great example of learning from each other! Eurogine has linked to an activity and Jacinthah has commented. We hope this conversation continues!

## 9. Module two

This module focused on how the general ambiance of libraries can promote early-literacy development. The module also led librarians and library staff to understand that there is a lot more to early-literacy development than reading and writing. It encouraged them to think innovatively about different avenues for prompting creativity, thus making the most out of story-hour programmes and other early literacy activities in the library. The module also included content about how children learn through play, the role of parents in literacy, use of mother tongue to drive early literacy development and how to make these an integral part of library programmes.

One of the first activities in the module was to create a mood board to assist participants to visualize how they wanted their children's section/corner to look. In this very personal task, librarians were asked to work individually to create a mood board and to describe what they meant by it. It was the first time most of the participants had to create such a resource and the challenge was exciting and presented a learning curve for them. The mood board in figure 11 was created by a librarian from Ghana.

<sup>12</sup> PowerPoint showed at Zoom session introducing the second module.

Figure 11: One librarian's mood board<sup>13</sup>



"This is my HAPPY PLACE as I choose to call the children's corner in my library. I always want the library to be a happy place for all, especially children. Reading should be fun for children and everyone at large That's why I call it MY HAPPY PLACE...Children do not only learn through reading, so on my board, you can see children painting and playing as well. Again, my board is colourful because children are attracted to bright colours. We all love to be comfortable so as you can see, children can sit in sofas, on the mat on the floor etc. to read and play."

Module two also provoked discussions around how children can learn through play within the context of the library. The module provided content on the ideas of play in the library.

Figure 12: The power of play as described by the course participants<sup>14</sup>

<p>Children are very experimental and their minds run wild therefore they need to be as free as they can to express themselves. Power of play gives a child a sense of positivity towards life. - Pinkie</p>	
<p>if parents are empowered, they will be able to empower their children with life skills from an adaptive age. in Siswati we say "lugotiwa lusemanti"(its better to bend it while its still wet).- Dudu</p>	<p>Learning through play for the little ones is something I never thought that it is helpful. I have learnt that we have to embrace it as it has been already said that it is not an option but something that we must do as Librarians. - Famous</p>
<p>i believe that adults as parents are the first teachers at home and they should be actively involved in children's early literacy to build nurturing positive bonds with children to make early learning successful. - Oteng</p>	<p>Parents needs to be involved in the learning phase of their children. Wordless picture books can be used for <u>storytime</u>. The pictures are being read by the mother, but the child can also 'read' the pictures and tell the story to the parent. (One book can make a hundred stories). Sometimes the children can't understand if the parent says he/she cannot read. This is a way to overcome that obstacle. There's no shame if the parent and child learns together. (There shouldn't be because the parent is also learning to give the child a better life). - Isabella</p>
<p>Plays such as <i>masanie</i> (children cooks during this play hence they learn how to cook) they also learn different sporting activities through play with their peers. - John</p>	

The librarians also discussed the children's sections in their libraries and shared photos of these spaces as part of a module two activity. In figure 13 below, a librarian from Sierra Leone shared a photo and told participants about her library.

<sup>13</sup> From Moodle assignment.

<sup>14</sup> From the PowerPoint summarizing the importance of play.



Figure 13: Welcoming spaces



*“The mat at the center is for the babies and toddlers. The chairs and desks are for the children ages 3-10. I am wondering if we will need a separate space for the babies and toddlers.”*

These conversations gave impetus to those librarians with few facilities to think about how improvements could be made in their own libraries. A Kenyan librarian commented on Moodle:

*[The library where] I work has a junior section which is not appealing. There is no early-childhood friendly space and also no attractive furniture for children. Children need space to spread out and use the floor for most activities but unfortunately, available spaces created involve formal tables and chairs, We have fiction and non-fiction books on the shelves, with a few picture books We do not have digital devices and toys which makes it less attractive for a visit,*

*I have seen very interesting layouts in the forum, congratulations to all who shared the awesome pictures as it is a learning experience, To improve the junior section image on literacy levels, and lifting attendance, I will first review all areas of our setting by altering each space for positive impact with a little bit of imagination to make it attractive will work on decorating the junior section by being creative with available materials. On willing partners, I will try seeking for donations of different sorts of resources especially colourful furniture, picture books, toys, coloured mats, computers, interactive reading and listening devices for building childrens' interest in reading.*

The use of mother-tongue languages was a key part of module two, including how libraries can acquire storybooks and other information resources in local languages.

We knew from the survey that English was the dominant language in many of the libraries, although some librarians either translated English-language stories into local languages or had books available in these languages. In module two, librarians reported that in some instances they used English with the children because “it is the language the parents prefer” or “it is the official language of the country.” English was perceived as better by some parents because their children need English to get ahead.

Even so, librarians had lively discussions on the importance of using mother-tongue languages, both for the sake of the children and also the sustainability of their cultures. A Ugandan librarian spoke for many when she said:

*“...Our mother tongues are very much left out. Children depend more on foreign literature and English in this case so they cannot read anything in the local language not even spell or comprehend till it's twisted to English. The question is ...As African librarians, what do we do?”*

Research shows that the use of mother-tongue languages in teaching young children to read is critical to their acquisition of reading skills. See, for example, UNESCO’s 2016 report: *‘If you don’t understand how can you learn?’*<sup>15</sup>

Many African countries mandate that children from primary one through the third grade learn in their home language. But this is sometimes more aspirational than factual because there are so few resources available in mother tongue languages.

## 10. Module Three

Content in module three addressed emergent literacy and techniques on how to teach children to read. During the live Zoom session, Dr Osuigwe introduced the module by extrapolating from her own experience as a mother with four young children and discussing the importance of imagination and creativity.

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<sup>15</sup> See: <https://unesdoc.unesco.org/ark:/48223/pf0000243713>.

Figure 14: The magic of making up stories with Dr Osuigwe<sup>16</sup>



Dr Osuigwe began by saying that in Nigeria when you want to tell people something, and you say, 'story, story' they will respond with 'story, story,' meaning tell us more!

When she was a young mother, Dr Osuigwe would make up stories for her very young children, about dragons, for instance, to spark their curiosity. She told the participants that she would ask her children whether they had ever seen a dragon. They would respond by asking how large are dragons? How long are their legs? What do they eat?

She didn't have any answers because there are none. So, the children and Dr Osuigwe made up their own answers. Her goal was to spark her children's imagination and curiosity, and this was the point she wanted to bring home for the course participants.

The module concentrated on the meaning of emergent literacy and led librarians and library staff to understand what emergent literacy is; how to create a learning environment in children's sections/corners for children of all ages to encourage reading; how to make the children's corner print-rich in the local languages spoken in the community; and ideas and activities (including play as discussed in module two) that can help children develop pre-reading skills. The overarching goal was how to get children ready to learn how to read.

The module also examined how librarians and library staff can ascertain the literacy skills (reading levels) of children and the areas in which they need help. This step is critical for children who are struggling to learn how to read and those who may have dropped out of school for one reason or another. Schools and education authorities test children, but what mechanisms do librarians have at their disposal? Participants were asked to think about what they need to know about children's reading levels and what can be done to support them in reaching those levels, including methods to help children who are struggling with learning to read. The module looked at the different stages, from being read to as a baby to beginning to learn how to read and mastering reading skills. They were presented with resources adapted from an openly licensed course titled '*Teaching early reading in Africa - with African Storybook*' targeted at teachers and developed by Teacher Education in Sub Saharan Africa (TESSA).<sup>17</sup>

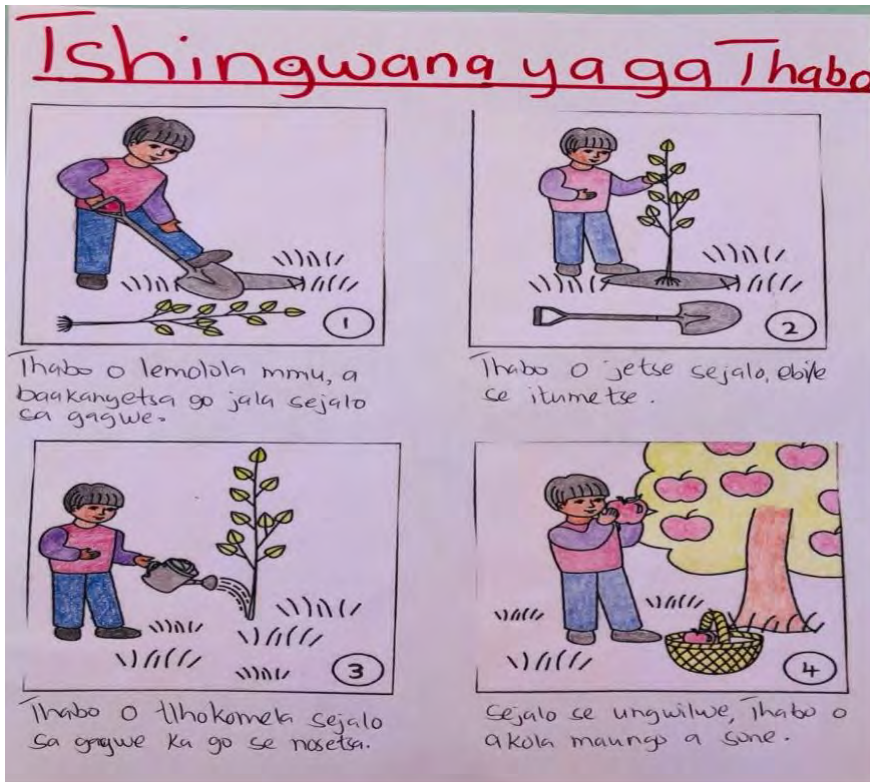
<sup>16</sup> Nkem Osuigwe's introduction to module three.

<sup>17</sup> The original resource that was adapted for this course can be found here: <https://www.open.edu/openlearncreate/course/view.php?id=3287>



One assignment in this module involved asking participants to write a short story. Some did, using English; others used local languages. The example below by a librarian from Botswana is in Setswana, the official language of that country, and one of South Africa's eleven official languages.

Figure 15: A picture story about gardening<sup>18</sup>



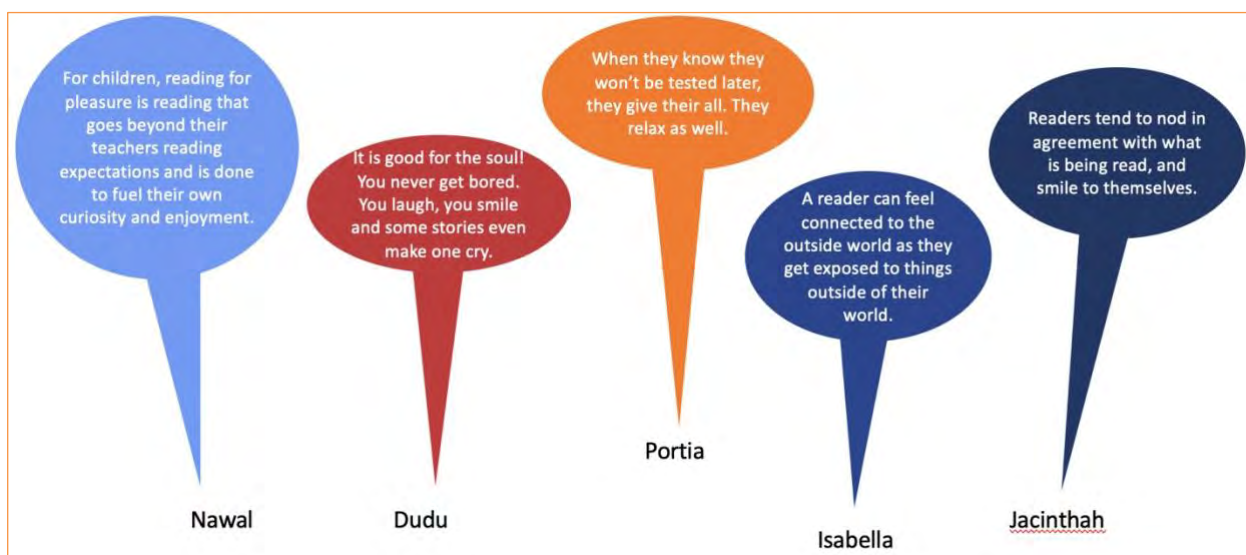
"This story is under the theme gardening and Setswana was used for easier understanding by kids and easier participation. In a story hour, the four cards will be presented to kids at different times, for them to tell what they see. Their ideas will be joined together to complete the story. This story is based on an activity that kids are familiar with, they will enjoy it and try gardening at home."

The module also introduced the librarians to 'environmental literacy', how to create a print-rich environment for learning to read and the importance of passing on the pleasure of reading. It also explained how librarians and library staff can work with parents, guardians, and caregivers to help children gain literacy skills, especially those children who do not have access to books at home, and those from undeserved communities.

Reading for pleasure was an important theme for this module. Many African children learn to read in school, using primers and other school materials. Very few homes have picture books or other 'fun' reading resources, especially those headed by unlettered parents, caregivers, or guardians. The library therefore becomes the perfect place to give children access to content that they will enjoy reading. Also, libraries have so much more reading materials for children than what can be found in homes, even where parents are educated or can afford to buy books for children of pre-school age.

<sup>18</sup> From the module three Moodle.

Figure 16: What some of the course participants had to say about reading for pleasure<sup>19</sup>



## 11. Module four

This final module helped participants understand what makes a good story, as well as giving an overview of the advantages of adapting and/or translating storybooks so that, amongst other things, the children that frequent their libraries will be represented in the stories they read and be able to see characters that speak and look like them. The module also introduced the librarians to open licensing, open educational resources (OER), and online openly licensed storybook platforms such as [African Storybook \(ASb\)](#), [StoryWeaver](#), and [Book Dash](#) which encourage adaptation and translation. These platforms, and others like them, contain stories in a wide range of languages from around the world. ASb concentrates on Africa; Book Dash on South Africa, and StoryWeaver on South Asia, although it is trying to increase its coverage of African languages and has worked with AfLIA to do so. In the initial survey it was revealed that over 75% of the librarians and library staff were not familiar with open licensing or OER, so it was important to give them background on the different licencing options available, including Creative Commons (CC). In constructing the module, we adapted the tutorials created by OER Africa to make them relevant to African children's librarians<sup>20</sup>. With regards to translation, the module also provided many practical examples, including the steps involved in making a high-quality translation – one that captures a story's intent and meaning rather than attempting a literal translation, particularly for figurative expressions such as the ones below. For this module, materials were taken and adapted from the openly licenced resource developed by the Reach Project: *'What makes a great translation? Recommendations for Storybook Versioning'*<sup>21</sup>.

<sup>19</sup> Module four PowerPoint.

<sup>20</sup> Go to <https://www.oerafrica.org/book/learning-pathways-open-education-online-tutorials> for the OER Africa tutorials. We adapted 'finding open content' and 'adapting open content' for this course.

<sup>21</sup> This resource can be found here:

<https://documents1.worldbank.org/curated/en/796781612866301952/pdf/What-Makes-a-Great-Translation-Recommendations-for-Storybook-Versioning.pdf>

A librarian from eSwatini (formerly called Swaziland) explained in the Moodle for module four why mother tongue is so important and how to provide mother-tongue stories to the children:

*There are many roles that other library communities have played in story creation. The kingdom of eSwatini can emulate them to come up with local, relevant, and familiar stories, using mother tongue languages and resources.*

*Most of the books on our library shelves are in English, yet children are expected to learn in siSwati in the first 3 grades of school. The challenge is, there are few books written in Siswati. Children do not have supplementary reading material in our mother tongue. The library should embark on a campaign to scout for writers who can create books in our mother tongue. This could be parents, teachers, librarians, children and many more.*

*There are so many books that are written in English. The library needs to collaborate with other organisations such as NGOs, teachers etc. and translate these books into our mother tongue. Creation of original stories The Kingdom of Eswatini is a strong oral community. When we were growing up, our grandparents used to tell us stories. We would sit by the fireside and listen to these stories. These stories need to be documented and turned into books (Print, ebooks, audio books or AV books). Elders could be roped in to tell the stories, which the library can then transcribe in both siSwati and English languages. Libraries need to collaborate with local publishers to create books that are local and relevant to our communities. Books that talk about local animals, local trees, local environment etc.*

In discussing the difference between literal translation and language adaptation, a participant from Zimbabwe explained:

*Translation is about changing moving, and transferring from one language to another to facilitate understanding to the intended audience. For example, translation from English to local languages: Zulu, Ndebele, and Shona. Adaption on the other hand is to express and make sense of the meaning of a story. This is done by making a story more familiar to the reader, using the language of their level, the pictures of animals they know.*

Participants also learned about the different components necessary to make a ‘great translation;’ storybook analysis (both text and illustrations); and at the end of the module, they were asked to make their own translations from either the African Storybook collection or titles on the StoryWeaver website, using the translation tools available on those websites. This exercise did not always go smoothly, requiring a stable internet connection as well as an understanding of the requirement of the online translation tool. Some librarians translated stories, using Word or directly into the Moodle. Some, however, used a platform translation tool for their work, as did the Ugandan librarian in figure 17 below, who translated the story from English to Luganda.

Figure 17: From an English-language story to a story written in Luganda, an East African language.



*I translated this storybook to my local language, Luganda. The book is for emergent readers.*

*The challenge was African Storybook wouldn't let me register, so I spent a lot of time trying to get in. Later on, I decided to switch to StoryWeaver, and it worked perfectly.*

*Here is a link to my translation:  
<https://storyweaver.org.in/stories/442954-i-like-to-read>*

## 12. Course completion and certificates

Sixty-six librarians registered for the course, of whom 12 never accessed the learning platform, leaving 54 actual learners. We initially told the librarians that only those who completed all fifteen assignments by June 25 would receive a certificate.

Given the technical difficulties many librarians encountered, we decided on a different strategy and extended the deadline to 4 July. Those librarians who completed between 14 and 15 assignments would receive a certificate of excellence. Those that completed a minimum of ten assignments would receive a certificate of participation. Sixteen librarians managed to complete all 15 assignments and another three completed 14 of them. Another five librarians completed 10-13 assignments. The remaining librarians finished some assignments, but fewer than nine. Assignments were still arriving in the email boxes of Dr Ojo and Dr Osuigwe on 12 July, the final cutoff date, from eager participants.

## 13. Recommendations

The recommendations in the bullets below concentrate on technical issues.

- A solution for a no-tech or low-tech situation is required. Perhaps the PDF documents need to be provided to the participants as each new module launches. This will encourage and give participants access to the course content when there are technical issues with the learning platform or internet connectivity. In addition, course participants should be reminded how to use the PDFs to reduce the time that they must be online.
- Check that the Moodle is configured correctly. There were some 'load' issues that were not resolved, which impacted on the experience of some participants. The Moodle technical problems



sometimes made it difficult to ascertain whether the challenges participants encountered resulted from Moodle or inadequate Internet.

- There might be a low-bandwidth option that we can explore for bandwidth challenged participants.
- It might be helpful to offer advice to participants on how to optimize their Internet connection, for example to go online at different times of the day or night; to use alternative sources of wireless connectivity, etc.

These recommendations focus on course and delivery design:

- The group learning model needs to be rethought. While working together in groups is a great idea in theory, in reality there seemed to be a lot of issues for participants:
  - Groups don't work at an aligned pace; therefore, some participants work ahead of others.
  - Some people within the group have network issues and can't participate as regularly or consistently as others.
  - Time zones present an issue for group meetups.
  - When groups don't function optimally it provides an opportunity for a number of excuses for the work not being done.
  - There was also confusion around whether work should be submitted as one by the group, or by each person as an individual, resulting in duplicates of the same work being submitted. This could be resolved through clearer instructions.
- At least two weeks should be provided for each Module. In addition, a full week needs to be dedicated to a course introduction which includes an in-depth introduction to the technology used including Moodle, Zoom and even WhatsApp. There needs to be a certain level of assurance from each participant that they are able to use the technology / platforms before they move on with the course. We might be able to do this with a "dummy" / introductory assignment before the course proper begins.
- When reviewing the work, there appears to be a disconnect between what's required in the activity and what has been submitted. This may be an issue with the instructions because they are insufficiently clear or a language issue. Although all the librarians speak English, some of them are more fluent in other languages. To rectify this, sample assignments should be provided for each activity upload, so participants have a visual idea of what's expected of them. This is especially useful for participants who don't have English as a first language. Similarly, a sample or 'marking rubric' needs to be provided so that when doing a peer-to-peer assessment, participants know what they are looking for in the work submitted.
- The Moodle needs to be set up differently so that assignments can be graded. We didn't want the librarians to feel pressured by grades, but it's clear from the feedback that participants want to receive a grade on their performance and don't appreciate the Moodle device we used which doesn't provide a grade, but rather recognition to those who participate and contribute on each forum discussion and activity. There might be more incentive for participants to want to complete the course, if their grades (percentage out of a 100) are visible.
- As mentioned above, more thought should be given to the peer-to-peer assessment approach. Some training needs to be done during the introduction week to manage participant expectations and the course's expectations from participants – if we are to continue with this approach.
- We should also analyze input to the forums and activity responses to determine if the questions asked were understood and answered, as intended. In planning future revisions, it would be helpful to determine how much of a disconnect there is between question and answer.

Finally, participant contributions to the discussion forums and activities are valuable. We need to create a plan for what to do with all their contributions—beyond the few that were used in this report.



## 14. Conclusions

Considering the low number of distance education learners who finish any course, anywhere, we believe that the number of librarians who finished this course is excellent. Demanding jobs, family-care requirements, and the technical issues discussed above give us added reason to believe that the kind of course that AfLIA provided its members is both needed and wanted by the librarian community throughout the continent. In addition, the versatility of the content in format (texts, images, audio and video resources) as well as the flexibility of the course structure made it relatively easy for the librarians to actively engage with the course and kept them attentive throughout.

## Appendix One: Resources used for each module

Participants were given a resource list for each module. You can see the mix of types of resources, the countries from which they were generated, and the focus on Africa and the Global South.

### Module One

1. Aflia. 2021. *AfLIA partners with NBA for early literacy development project*. [web page] Available online [here](#). [Accessed January 2022]
2. Ubongo. 2018. *Akili and Me | Starting school with Akili – emotional skills for preschoolers*. [video] Available online [here](#). [Accessed January 2022]
3. Ubongo toolkits. *Caregiver engagement*. [web page] Available online [here](#). [Accessed January 2022]
4. World Bank. 2021. *Brief: What is Learning Poverty?* [web page] Available online [here](#). [Accessed January 2022]
5. UNESCO. 2021. *A snapshot of educational challenges and opportunities for recovery in Africa*. [PDF] Available online [here](#). [Accessed January 2022]
6. World Bank. 2022. Brix, H and Rawlings, L. *Unleashing women and girls' human capital: a game changer for Africa*. [web page] Available online [here](#). [Accessed January 2022]
7. University of Washington, Information School. *Advancing Library Visibility in Africa (ALVA) Viewing Map*. [web page] Available online [here](#). [Accessed January 2022]
8. University of Washington, Information School. *TASCHA Projects: Advancing Library Visibility in Africa*. [web page] Available online [here](#). [Accessed January 2022]
9. IFLA. *Library Map of the World*. [web page] Available online [here](#). [Accessed January 2022]
10. UIL. 2016. *Using libraries to support national literacy efforts*. [web page] Available online [here](#). [Accessed January 2022]
11. AfLIA. Dr NkemOsuigwe. *Libraries are more than books*. [web page] Available online [here](#). [Accessed January 2022]
12. AfLIA. AdoniaKatungisa. *Mobile book-box. Books anywhere*. [web page] Available online [here](#). [Accessed January 2022]
13. UIL. 2018. Hanemann, U. *We Love Reading, Jordan*. [web page] Available online [here](#) and [here](#). [Accessed 10 February 2022]
14. AfLIA. Otike, F. *Librarians' role in Organizations: A call to action in a digital era*. [web page] Available online [here](#). [Accessed January 2022]

### Module Two

1. UNESCO (Global Education Monitoring Report Team). 2016. *If you don't understand how can you learn?* [web page] Available online [here](#). [Accessed February 2022]
2. Trudell, B. and Young, C. (eds. SIL International) 2016. *Good Answers to Tough Questions in Mother Tongue-Based Multilingual Education*. [PDF] Available online [here](#). [Accessed February 2022]
3. Aflia. 2021. *AfLIA partners with NBA for early literacy development project*. [web page] Available online [here](#). [Accessed January 2022]
4. Ubongo. 2018. *Akili and Me | Starting school with Akili – emotional skills for preschoolers*. [video] Available online [here](#). [Accessed January 2022]
5. World Bank live event. (2021) *Loud and Clear: Teach Children in a Language They Use and Understand*. [video] Available online [here](#). [Accessed January 2022]
6. Prof. Paschal Yao Younge and Prof. Zelma Badu-Younge (2020) *African Children's Games from Ghana*. [video] Available online [here](#). [Accessed January 2022]
7. Ubongo toolkits. *Caregiver engagement*. [web page] Available online [here](#). [Accessed January 2022]

8. Atmodiwirjo P, Yatmo YA, and KristantiDewi Paramita, KD. (2010). *My Library: Involving Children in the Improvement of School Library Space*. [pdf] Available online [here](#). [CC BY-NC-ND] [Accessed January 2022]
9. Moodboard from Wikipedia [website] Available online [here](#). [Accessed January 2022]
10. Ubongo. *Promoting Positive Caregiver Engagement with HDIF*. [website] Available online [here](#). [Accessed January 2022]
11. UNICEF with The Lego Foundation. (2018) *Learning through play. Strengthening learning through play in early childhood education programmes*. [pdf] Available online [here](#). [Accessed January 2022]
12. Victoria State Government Education and Training. *Literacy Teaching Toolkit*. [website] Available online [here](#). [CC BY] [Accessed January 2022]
13. Teacher Education in Sub-Saharan Africa (TESSA). *Using games in your teaching*. [website] Available online [here](#). [Accessed January 2022]
14. World Bank Group (2021) *Read@Home Materials Guidance*. [pdf] Available online [here](#). [CC BY] [Accessed January 2022]
15. Levey, L and Von Gogh, K. (2019) *African Children Deserve Stories about Themselves: The Intersecting Roles of African Authors, Illustrators, Communities, and Languages in Story Creation*. [pdf] Available online [here](#). [CC BY] [Accessed January 2022]
16. Nal'ibali Tip Sheets. *How to read aloud to a child*. [website] Available online [here](#).
17. Ubongo. *Deepening Engagement and Learning Through Adaptation*. [website] Available online [here](#). [Accessed January 2022]
18. Beeve, K and Paris, J. (2019) *Introduction to Curriculum for Early Childhood Education - An Open Educational Resources Publication by College of the Canyons*. [pdf] Available online [here](#). [CC BY] [Accessed January 2022]
19. Reach Initiative South Africa. (2018) *What makes a great story book? Recommendations for Storybook Quality*. [pdf] Available online [here](#). [Accessed January 2022]

### Module Three

1. UNESCO (Institute for Lifelong Learning). 2016. *Using libraries to support national literacy efforts*. [web page] Available online [here](#). [Accessed February 2022] (CC-BY-SA 3.0 IGO)
2. Free Reading wiki. *Activities and teaching tools*. [web page] Available online [here](#). [Accessed February 2022]
3. FUNDA OER. *Teaching early literacy using Guided Reflection in teacher education*. [pdf] Available online [here](#). [Accessed February 2022]
4. TESS India Language and Literacy. *Reading for pleasure*. [pdf] Available online [here](#). [Accessed February 2022] (CC BY-SA)
5. BookTrustBookbuzz. *Benefits of reading for pleasure*. [pdf] Available online [here](#). [Accessed February 2022]
6. IFLA (International Federation of Library Associations and Institutions). 2018. *IFLA Guidelines for Library Services to Children aged 0-18*. [pdf] Available online [here](#). [Accessed February 2022]
7. Nal'ibali. *Story Power: A guide to reading for enjoyment*. [pdf] Available online [here](#). [Accessed February 2022]
8. Giacobazzi, L; Moonsamy, S and Moposho, M. 2021. *Promoting emergent literacy in under-served preschools using environmental print*. [pdf] Available online [here](#). [Accessed February 2022]
9. Reading Rockets. *Environmental Print*. [web page] Available online [here](#). [Accessed February 2022]
10. McMahan Giles, R and WelhousenTunks, K. 2010. *Children write their world: Environmental print as a teaching tool*. [pdf] Available online [here](#). [Accessed February 2022]

11. Mango Tree Literacy Lab. *Parent Literacy Guidebook For Parents of Children Who Are Learning To Read*. [pdf] Available online [here](#). [Accessed February 2022]
12. Jalongo, M.R; Dragich, D; Conrad, NK and Zhang, A. 2002. *Using wordless picture books to support emergent literacy*. [pdf] Available online [here](#). [Accessed February 2022]
13. Book Aid International. 2011. *Bringing Books to Life - Running Child Friendly Libraries*. [pdf] Available online [here](#). [Accessed February 2022]
14. Ubongo Newsletter. *Importance of kids and caregivers reading and learning together*. [newsletter] Available online [here](#). [Accessed February 2022]

#### Module Four

##### • Finding open content

The following OER were adapted to create this tutorial:

1. BC OER. (2015). *Faculty Guide for Evaluating Open Education Resources*. Available online at BC Campus <https://open.bccampus.ca/files/2014/07/Faculty-Guide-22-Apr-15.pdf>. (CC BY)
2. Clark, S. (2016). *Online Research: Tips for Effective Search Strategies*. Available on YouTube at <https://youtu.be/LTJygQwYV84>. (CC BY)
3. Commonwealth of Learning. (2015). *OER Search Techniques*. Available on YouTube at <https://youtu.be/EV4K-V2cHYk>. (CC BY-SA)
4. Council of Chief State School Officers. (2016). *What is an open license and how does it work?* Available on YouTube at <https://youtu.be/cHqB00TNHhg>. (CC BY-NC)
5. Creative Commons. (2019). *Licenses and Examples*. Available on Creative Commons at <https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples>. (CC BY)
6. Department of Higher Education - South Africa. (2018). *Using Google Advanced Search to find Open Content*. Available on YouTube at <https://youtu.be/UuSOuyzP1wM>. (CC BY)
7. Glennie, J (ed). (2012). *OER and Change in Higher Education: Reflections from Practice*. Commonwealth of Learning. Available online at [https://www.oerknowledgecloud.org/archive/pub\\_PS\\_OER\\_web.pdf](https://www.oerknowledgecloud.org/archive/pub_PS_OER_web.pdf) (CC BY)
8. Hendricks, S. (2015). *Search for Creative Commons Content*. Available on YouTube at [https://youtu.be/1fkr\\_ApFPyk](https://youtu.be/1fkr_ApFPyk). (CC BY)
9. OER Africa. (2017). *Using Creative Commons Filters on Popular Platforms*. Available on YouTube at <https://youtu.be/jlqKmvDZtTI>. (CC BY)
10. Wikimedia Foundation. (2017). *What is Creative Commons?* Available on YouTube at <https://youtu.be/dPZTh2NKTm4>. (CC BY)

##### • Adapting open content

The following OER were adapted to create this tutorial:

1. Wiley, D. (nd). *Defining the "Open" in Open Content and Open Educational Resources*. Available online at <https://opencontent.org/definition/> (CC BY)
2. BCOER librarians. (2015). *Open Education Tools*. Available online at <https://open.bccampus.ca/bcoer-tools/> (CC BY)
3. Burn to Learn. (2020). *How to COPY and PASTE text & images*. Available on YouTube at <https://youtu.be/D5dl05QXrpA>. (CC BY)
4. Designers for Learning. (2017). *Remix a Lesson in Open Author*. Available on YouTube at <https://youtu.be/KaZN9AVq7Ng>. (CC BY)
5. Wilson College Library. (2018). *Adapting OER* on YouTube at <https://youtu.be/GMLJfTGYgEA> (CC BY-SA)
6. Rwanda Education Board. (2017). *ICT Essentials for Teachers Course*. Available online at <https://ict-essentials-for-teachers.moodlecloud.com/course/view.php?id=14> (CC BY-SA)
7. BYU Independent Study. (nd). *OER Remix:: The Game*. Available online at <http://www.opencontent.org/game/print/> (CC BY-NC-SA)

8. Williams, L. (2014). *OER Remix Activity Demonstration*. Available on YouTube at <https://youtu.be/7kMFMkwsU4U> (CC BY)
9. ISKME. (2013). *How to Use Open Author on OER Commons*. Available online at <https://youtu.be/kaFbQcvF9r4> (Standard YouTube Licence)

- **Translating and adapting**

1. Results in Education for All Children (REACH) Project. *What makes a great translation? Recommendations for Storybook Versioning*. Available online at <https://documents1.worldbank.org/curated/en/796781612866301952/pdf/What-Makes-a-Great-Translation-Recommendations-for-Storybook-Versioning.pdf>

