



# 21st Century Library Standards

**MINISTRY OF EDUCATION, YOUTH, & SPORT**  
**New Generation School Education Reforms**

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## **List of Acronyms**

DDC	Dewey Decimal Classification
DVD	Digital Video Disc
ICT	Information and Communication Technology
IFLA	International Federation of Library Associations
KAPE	Kampuchean Action to Promote Education
M-learning	Mobile Learning
MoEYS	Ministry of Education, Youth, & Sport
NGS	New Generation School
TRAC	Total Reading Approach for Children

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# 1. INTRODUCTION

## 1.1 The Purpose of this Manual

The present manual has been developed to assist state schools receiving high investment to create library facilities that are consistent with the needs of a 21<sup>st</sup> Century learning environment. The manual is particularly concerned with replicating 21<sup>st</sup> Century Library facilities in New Generation Schools, which are a recent educational reform led by the Ministry of Education, Youth, and Sport (MoEYS). This reform also seeks to move the Cambodian education system into the new century. To be sure, this manual may also be used with very well managed primary and secondary schools that are on a pathway to becoming a New Generation School.

In providing a road map to creating 21<sup>st</sup> Century Library facilities, this manual serves a dual purpose for those who are responsible for setting up modern library facilities. First, the manual seeks to provide **key standards** that help to define a 21<sup>st</sup> Century Library. This includes standards relating to location, configuration, human resources, library services, and administrative framework. A second purpose relates to providing **clear explanations** of what the standards entail as well as **concrete exemplars** to demonstrate them. The manual is based on the real-life experiences of several New Generation Schools and how they have solved the challenges posed by a school environment where most educators are still steeped in a 20<sup>th</sup> Century Mindset.

### BOX 1: What is a New Generation School?

New Generation School Reforms seek to create a new development track within the public education system that will lead to the creation of *autonomous public schools*, which receive high investment linked to new standards of accountability and governance as well as professional standards for 21<sup>st</sup> Century learning.

**Source:** MoEYS *New Generation School Policy Guidelines, 2016*

## 1.2 The Changing Nature of Education in the 21<sup>st</sup> Century

The efforts to create a 21<sup>st</sup> Century Library are based on the assumption that school-based educators understand both the requirements of a 21<sup>st</sup> Century learning environment and why such environments are necessary in today's world. Internalizing such understand-

ing means abandoning older 20<sup>th</sup> Century conceptions about how the education system educates children and youth and embracing 21<sup>st</sup> Century educational concepts. In many cases, these concepts are

**FIGURE 1.1: 20<sup>th</sup> versus 21<sup>st</sup> Century Conceptions of How the School Learning Environment Should Be Configured**

20th Century Education	21st Century Education
<ul style="list-style-type: none"> <li>• Filling the vessel</li> <li>• Re-telling</li> <li>• Information transfer</li> <li>• Time-based</li> <li>• Textbook driven</li> <li>• Passive Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Kindling the fire</li> <li>• Discovering</li> <li>• Learning to learn</li> <li>• Outcome-based</li> <li>• Research &amp; Portfolio driven</li> <li>• Active Learning</li> </ul>

the exact opposite of the previous century. In the last century, schools and the libraries that served them were configured to be like 'learning factories' with a strong focus on compliance and the belief that most knowledge could be contained within a single textbook. It was believed that knowledge was relatively static and children should be prepared to work in places of employment where uniformity and disciplined working conditions were essential. Because the conditions of knowledge and economic organization were quite stable during the last century and changed only slowly, the approach to learning summarized in Figure 1.1 above were quite appropriate to local needs. However, the digital revolution that has accelerated rapidly during the 21<sup>st</sup> Century has forever changed the way that both knowledge and the economy are now evolving. As robots replace people, the focus of education has shifted to creating a workforce that can do the things that machines cannot. This means creating a workforce that can think critically and adapt quickly to the ever-changing boundaries of knowledge.

The 21<sup>st</sup> Century Library can help a school to meet the 21<sup>st</sup> Century learning needs outlined in Figure 1.1 by providing attractive learning environments that facilitate research, discovery, and independent learning. This requires new library configurations, digital services, and librarians with the skills to manage and link the library with activities that occur in classrooms. Indeed, it is expected that the librarians should play a much larger role in working with teachers to ensure that the learning that occurs in classrooms is linked with the expanded services that are available in a 21<sup>st</sup> Century Library.



*An example of a 21<sup>st</sup> Century Library's new design in Cambodia*

### **1.3 The Role of a 21<sup>st</sup> Century Library in the School**

Traditionally, the role of most school libraries in Cambodia, where they exist at all, has been peripheral to the education program of the school. Libraries are usually places where students go during the break time to have some access to a limited number of books to reinforce their reading skills or play some educational games. Sometimes, there is a structured period of one hour per week where children go for story-telling activities or free reading time.

In contrast to the above, the role of a 21<sup>st</sup> Century library in a New Generation School setting is much more expansive. In this regard, MoEYS seeks to revolutionize the role of the school library in order to redefine it as a 'driver' of the academic and cultural life of the school. Strategically, this means re-imagining what a school library and its

components might look like, and tactically, this has meant consciously linking library services to the classroom and the larger institution of the school. This is the essence of a 21<sup>st</sup> Century Library. In configuring a 21<sup>st</sup> Century Library, MoEYS designers have envisioned a new architecture for the library that gives a sense of wonder and importance to the student that enters it. This requires the use of new layouts, color schemes, and furniture. The best quality materials are, therefore, employed in establishing a 21<sup>st</sup> Century Library along with the provision of modern technology to bring the library into the digital age. The 21<sup>st</sup> Century Library should be open for the entire day including at lunch time so that students can truly use the library as a place of research and extended learning, not just a place where they casually read a few books each week.

The management of the library also requires appointing the best teachers to be the librarian(s) so that they can play a role of important leadership in the school. Research has shown that the single most important factor in the success of a library is the capacity of those who manage it.<sup>1</sup> Librarians and classroom teachers together are expected to collectively promote students' sense of inquiry and coordinate the use of new software and technology that should be freely accessible in the library. Thus, the Librarian is not considered to be simply the custodian of books housed in the library but

**FIGURE 1.2: The Roles & Characteristics of a Traditional and 21<sup>st</sup> Century School Library**

Traditional Library	21st Century Library
<ul style="list-style-type: none"> <li>• Peripheral to the School's Education Program</li> <li>• Librarian is a Custodian of Books</li> <li>• Hard Media Only</li> <li>• Old Style Architecture</li> <li>• Weak Research Capabilities</li> <li>• Limited Hours of Operation</li> </ul>	<ul style="list-style-type: none"> <li>• Central to the School's Education Program</li> <li>• Librarian is a 'Driver' of Education Programming</li> <li>• Hard &amp; Digital Media</li> <li>• New Style Architecture</li> <li>• Strong Research Capabilities</li> <li>• Extended Hours of Operation</li> </ul>



<sup>1</sup> International Federation of Library Associations and Institutions (2015) *IFLA School Library Guidelines*, Den Haag, Netherlands: IFLA.



rather an active catalyst of learning in the school as a whole. Where necessary, librarians may access support from the New Generation School for active study outside the school so that they can become fully ‘credentialed’ librarians.

#### **1.4 The Organization of This Manual**

The current manual covers five topics that are most relevant to setting up and operating a 21<sup>st</sup> Century library. These topics include:

- The Organization of Physical and Digital Resources
- Human Resources for the Library
- Library Services and Programming
- Administrative and Financial Framework of the Library
- School Library Evaluation

Each section starts with a short introduction to the topic and is followed by a number of discrete guidelines for the librarian to consider in organizing and managing the library. The guidelines also include specific standards that a 21<sup>st</sup> Century library should adhere to such as the minimum number of book volumes a school should possess, staffing requirements, and hours of operation. The guidelines also make reference to ancillary documents provided in the Annex of the manual, which provide concrete examples of forms, furniture designs, and other information that will be helpful to the proactive librarian. Altogether, the manual provides 63 operational guidelines for educators to consider in operating a 21<sup>st</sup> Century library. This does not include some additional guidelines in Section 6 regarding the evaluation of the library for external assessors.



## **2. THE ORGANIZATION OF PHYSICAL AND DIGITAL RESOURCES**

### **2.1 Introduction**

The physical and digital resources of a school library include (i) the library location, (ii) building facilities; (iii) equipment; and (iv) collections of resources for teaching and learning. Appropriate standards for each of these considerations in designing a 21<sup>st</sup> Century Library are presented in the sections below.

As Cambodia develops, improvements in infrastructure and access to technology have extended the reach of a school library into the school as a whole and into the community. Technology also facilitates access to information well beyond the physical holdings of the library itself, linking it with the global collection of all knowledge. The facilities, equipment, and collections of a school library need to evolve in response to changes in the teaching and learning needs of the students and the teachers.

### **2.2 Location and Space**

There are no universal standards for the size and design for a 21<sup>st</sup> Century Library, but it is useful to have criteria on which to base planning estimates. The recommended space in the Cambodian context is a room that is at least 7 x 16 meters or 112 square meters.

In general, libraries are moving from a resource-centered model to a learner-centered model. This means that school libraries should be designed as a learning ‘commons’ where children and youth can gather to access learning services as well as books and research materials. Such services may include access to search engines, m-learning services (e.g., electronic games and educational software), and viewing areas (e.g., TV screens). The space and configuration of a school library should, therefore, be able to accommodate these needs.

The following guidelines should be observed when planning the location and space of 21<sup>st</sup> Century Library facilities:

**Guideline 2.2.1 – Physical Centrality:** The library should have a central location, on the ground floor if possible. Schools should avoid placing libraries in peripheral locations on the school campus.

**Guideline 2.2.2- Proximity to Classrooms:** The library should have high accessibility and proximity to teaching areas.

**Guideline 2.2.3 – Noise Control:** Space in the library should be planned so that noise factors are minimized, with at least some parts of the library free from external noise. This may require the construction of library lofts, adjacent library gardens, or enclosed rooms that are free from noise.

**Guideline 2.2.4 – Electrification:** In order to support services related to technology, 21<sup>st</sup> Century Libraries must be connected to an electric grid.

**Guideline 2.2.5 – Sufficient Lighting:** Libraries should have appropriate and sufficient light, which may be natural (through the extensive use of large

windows) or artificial.

**Guideline 2.2.6 - Temperature:** Libraries should be kept at an appropriate room temperature (e.g., air-conditioning, ventilation with fans) to ensure good working conditions year round as well as the preservation of the book collections.

**Guideline 2.2.7 – Accessibility to Special Need Users:** Libraries should have an appropriate design for library users with special needs. This may include access ramps and adequate space for wheel chairs.

**Guideline 2.2.8 – Multi-functional Spaces:** Libraries should have adequate size to give space for the following functions:

- Collections of books, newspapers & magazines,
- Storage of stationery, cleaning tools, etc.
- Study spaces (see picture)
- Reading areas (see picture)
- Computer workstations
- Display areas (e.g., bulletin boards)
- Work areas for library staff.



↑ **Multi-Purpose Spaces:** The inside of a rounded cabinet enables a space for both individualized reading as well as small study group instruction.

## 2.3 Organization of Space

21<sup>st</sup> Century Libraries should have a floor plan that makes detailed provisions for multi-purpose spaces including areas for study, research, instruction, project group work, and administration. An example of such a floor plan is provided in Figure 2.1 and **Annex 9**. The organization of space in a 21<sup>st</sup> Century Library should observe the following guidelines:

**Guideline 2.3.1- Research Spaces:** Libraries should make provisions for both *research* and *study* spaces. This may refer to special tables for reference materials (e.g., dictionaries, encyclopedias, etc.) and online research stations that provide access to one or more desktop computers.

**Guideline 2.3.2- Reading Areas:** Libraries should provide space for *reading* areas such as benches or carpeted areas that enable comfortable sitting (see picture).



↑ **Multi-functional Use of Space:** A stepped sitting area that can be used for individualized reading or instruction.

**Guideline 2.3.3 – Instructional Areas:** Libraries should provide space for *instructional* activities that can accommodate small groups, large groups, or even a whole class. This

may require use of stepped seating to save space or other innovative seating arrangement.

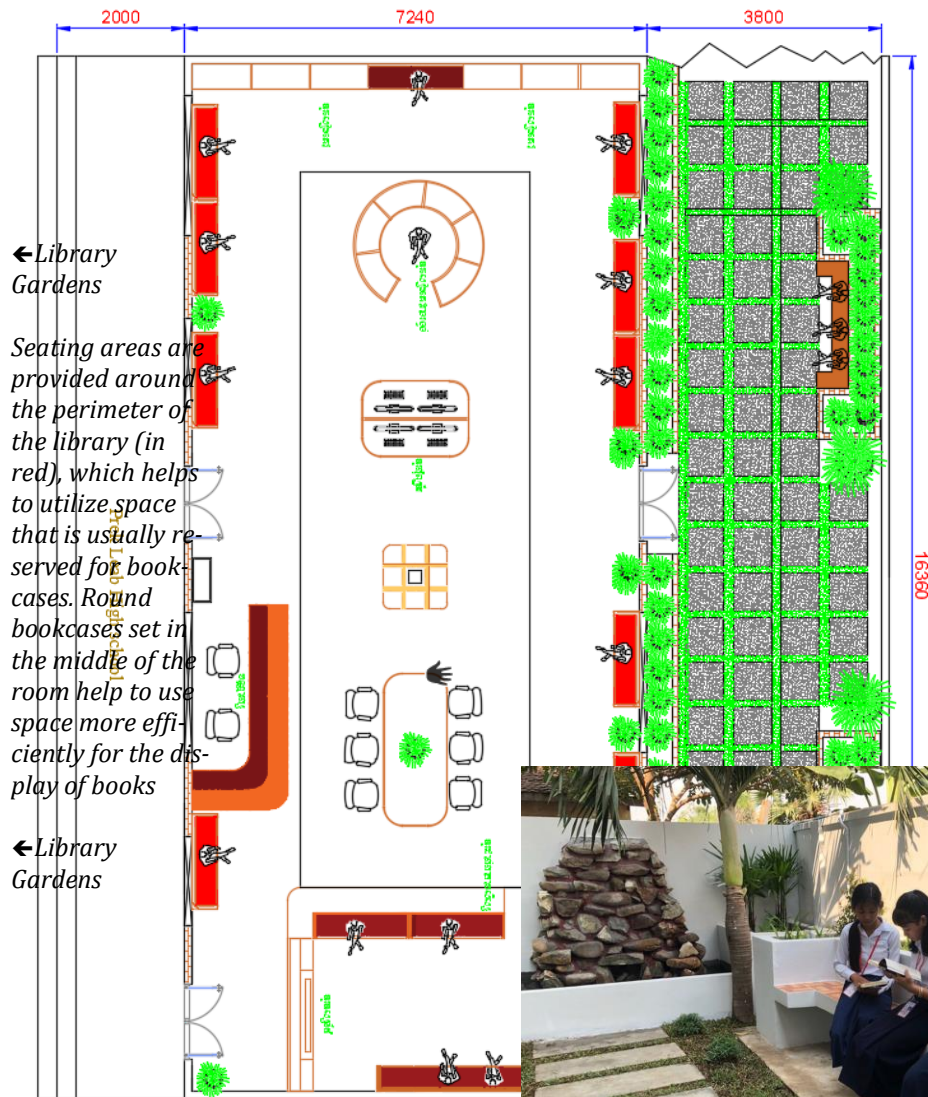
**Guideline 2.3.4 – Project Work Group Space:** Libraries should have provisions for group project workspace where students can print media and develop team projects. These provisions may include open carpeted spaces or seating arrangements where multiple children can sit to discuss a project (see picture).

**Guideline 2.3.5 - Administration Space:** The library should maintain a circulation desk or office area for processing book and media requests as well as storage space for equipment, supplies, and materials.



↑ **Student Project Work:** Libraries should accommodate students' need to work on collaborative projects when they are not in class.

**FIGURE 2.1: Example of a 21<sup>st</sup> Century Library Floor Plan**



**Guideline 2.3.6 – Library Gardens:**

Where possible, library planners should consider the inclusion of *Library Gardens* at the back of a library as a means to expand the library’s physical capacity to accommodate students. This space should be secure and only accessible through the library itself (see picture).

**Guideline 2.3.7 – Space for Announcements & Information Sharing:**

A 21<sup>st</sup> Century Library should have at least one large bulleting board for sharing information, making announcements, and displaying special student projects. Ideally, this bulletin board should be placed at the entrance to the library or in a central location.

↑ **Library Garden:** These are garden areas that are usually placed at the back of a library to provide additional space for students to read in a natural and quiet environment

**2.4 Physical & Digital Access**

Physical and digital access to a 21<sup>st</sup> Century library should be maximized both in terms of operational hours and the availability of ICT devices. In addition, the design of library furniture should make it easy for students to access the maximum number of books possible. This requires the procurement of custom-made furniture that is innovative and follows the contours of the available space. For example, circular and curved furniture can often be much more economical in the use of space than conventional bookcases of a rectangular shape.

With respect to technology, digital access to the information resources of the school library should be provided throughout the school and beyond and throughout the school day. Where staff resources are limited, supervisory systems that include the use of trained student and adult volunteers should be considered.

**Guideline 2.4.1 – Hours of Service:** A 21<sup>st</sup> Century Library should be open continuously from 7 AM to at least 4 PM in the afternoon. In order to accommodate the lunch break of the librarian(s), the school should appoint two very mature students to take responsibility for the library during the lunch break between 11 AM and 1 PM. To enable students to supervise library usage during the lunch period, the school should provide a free lunch for these students each day.

**Guideline 2.4.2 – Use of Innovative Furniture Designs to Maximize Access:** Libraries should make use of innovative furniture designs that are economical in their use of space, multi-functional, and follow the contours of the room in which they are placed. Such furniture should exhibit a common aesthetic design and be harmonious in its use of color. Examples of innovative library furniture designs are provided in **Annex 1**.



↑ **Multi-Functional Furniture:** An innovatively designed bookcase integrates both bookshelves and seating into a single furniture unit.

**Guideline 2.4.3 – Operation of Research Stations:** In order to ensure continuous access to research services, the library should ensure that computer research stations are kept turned on during the entire day that the library is open.

**Guideline 2.4.4 – Operation of Mobile Devices:** Tablets should be charged at night while stored safely in metal safes with holes drilled into the side so that charging cords can be inserted inside the safe. This will ensure that tablets are fully charged in time for use the next day enabling full access by students (see picture).



↑ **Innovative Furniture Designs:** The round cabinet unit above can hold over 5,000 volumes by lining the inside and outside of the shelves with books. An opening at the front of the cabinet also enables students to sit inside and have small group discussions. It is an example of very innovative furniture design.

**Guideline 2.4.5 – Student Orientations about Library Access:** All students should receive an orientation at the beginning of the school year about the operating hours of the library and how to access books, research stations, m-learning devices, and other library services.

**Guideline 2.4.6 – Setting Up Student Accounts on Mobile Devices:** In order to facilitate student access to mobile devices, librarians should set up individual student accounts using the appropriate software.

**Custom-made Safes for Tablet Security:** A custom-made safe of the kind shown above should be placed in each 21<sup>st</sup> Century library to ensure the security of tablets when they are not being used. The safe should also have features to ensure that they can be charged while sitting in the safe so that they are ready for use the next day. This can be achieved by drilling holes in the side of the safe so charging cords can be placed inside. →



### 3. HUMAN RESOURCES FOR THE LIBRARY

#### 3.1 Introduction

The core function of a 21<sup>st</sup> Century library is to provide physical and intellectual access to information and ideas. The effectiveness and quality of a 21<sup>st</sup> Century library primarily depends upon the human resources assigned to manage it. In order to meet the teaching and learning needs of a school community, it is essential to have well-trained and highly motivated staff person(s), in sufficient numbers according to the size of the school and its unique needs. Everyone working in a 21<sup>st</sup> Century library should have a clear understanding of library services and policies, well defined duties and responsibilities, and properly regulated conditions of employment and compensation that reflect the expectations of the librarian's role and position.

#### 3.2 Staffing Requirements for the Library

A 21<sup>st</sup> Century library is expected to facilitate both teaching and learning. Therefore, the operation of a school library needs to be under the direction of one or more professional staff persons with the same level of education and preparation as classroom teachers. Especially in the case of a New Generation School, the school librarian is expected to take a leadership role in the school, which may involve helping to implement an intensive literacy program at the school, facilitating student project work, or facilitating outreach to the community to borrow learning aids for students to use at home. Where possible, the operational aspects of a school library should be handled by trained clerical and technical support staff in order to ensure that a school librarian has the time needed for the professional roles of *instruction, management, collaboration, and leadership*.

**Guideline 3.2.1 – Library Staffing Numbers:** For schools with 400 children or less, a 21<sup>st</sup> Century library should have at least ONE librarian. In cases where the number of students exceeds 400 students, there should be TWO librarians one of whom may be a clerical staff. In cases where the enrollment at a school exceeds 1,000 students, there should be THREE librarians assigned to the library.

**Guideline 3.2.2 – Staffing Structure:** In cases where there is more than one librarian assigned to work in the library, the most qualified individual should be designated as the *Head Librarian*. This individual should have leadership abilities to oversee and manage the entire library.

**Guideline 3.2.3 – Time Commitment:** In order for a 21<sup>st</sup> Century library to function effectively, the librarian(s) assigned to work there must work on a full-time basis. This precludes assigning the librarian to teach classes or perform other administrative duties that are not directly linked in some way with the operation of the library.

**Guideline 3.2.4 – Librarian Job Description:** A librarian working in a 21<sup>st</sup> Century library should follow the Job Description provided in **Annex 2** of this Manual.



### 3.3 Librarian Qualifications

Librarians should have at least the same qualifications as a classroom teacher working at the school. Based on the certification requirements for new teachers in the next decade by MoEYS, it is expected that every Cambodian teacher will have a 4-year Bachelor's Degree. Librarians should, therefore, similarly have the same academic qualifications. Librarians should also have at least two years of teaching experience or more.

**Guideline 3.3.1 – Academic Qualifications of the Librarian:** Librarians working in a 21<sup>st</sup> Century Library should have the same academic qualifications as a teacher employed at the school (e.g., 4-year degree) as well as at least two years of teaching experience.

**Guideline 3.3.2 – Experiential Qualifications of the Librarian:** Librarians working in a 21<sup>st</sup> Century Library should be able to demonstrate a majority of the following experiential qualifications:

- The ability to teach and deliver curriculum
- Program management – planning, developing, and implementing special programs to improve student learning (e.g., organizing access to mobile devices to promote specific software programs in literacy, mathematics, and science).
- Improving book collections (e.g., by filling topical gaps in the available books) as well as the ability to store, organize, and retrieve educational materials.
- Organizing access to digital information through multiple channels (e.g., desktop workstations, tablets, etc.).
- Reading engagement and story-telling (primary level only)
- Demonstrating knowledge about children's and young adult literature
- Demonstrating knowledge of disabilities that affect reading
- Communication and collaboration skills
- Digital and media skills
- Ethics and social responsibility
- Commitment to lifelong learning through continuing professional development

### 3.4 The Roles of a Librarian in Supporting a 21<sup>st</sup> Century Library

A 21<sup>st</sup> Century librarian should be able to demonstrate competency in multiple technical areas including (i) instruction, (ii) management, (iii) leadership, (iv) collaboration, and (v) community engagement. Each one of these areas is discussed in more detail in the guidelines below.

**Guideline 3.4.1 – Instructional Role of a Librarian:** The instructional role of a 21<sup>st</sup> Century librarian should encompass a wide diversity of teaching situations with individual students, small groups of students, and classes of students. It may also include informal and formal professional development of teaching colleagues. The core activities of the instructional work of a school librarian, should encompass the following:

- Literacy and reading promotion
- Information literacy (e.g., information gathering skills, information

fluency, media literacy, trans-literacy<sup>2</sup>)

- Constructivist Learning (e.g., problem-based learning, critical thinking)
- Technology integration (e.g., using technology to store books, find information, and present information)
- Professional development for teachers (e.g., providing training opportunities to teachers to better understand how they can better use the library in their teaching)



↑ Fulfilling the instructional role of a librarian using specialized facilities and learning areas.

**Guideline 3.4.2 – Management Role of a Librarian:** Librarians in a 21<sup>st</sup> Century library must be clear about their management responsibilities. The management role of a 21<sup>st</sup> Century librarian involves organizing the documentation systems and processes of a school library for optimum use. This includes maintaining library facilities (e.g., ensuring that the library is clean and well-organized), the material resources (e.g., keeping books organized and in their proper place), and the pedagogical programs and services that a library may be responsible for (e.g., organizing peer tutoring activities in the library). The management of human resources may also be part of this role such as *recruiting, selecting, training, supervising, and evaluating* library staff and student volunteers.

**Guideline 3.4.3 – Leadership and Collaboration Role of a Librarian:** A

school librarian's main role is to contribute to the mission and goals of the school. In collaboration with the school's administrators and teachers, a 21<sup>st</sup> Century librarian should develop and



**Literacy & Reading Promotion:** A librarian helps to animate a library's Literacy Enhancement Program by working with young children to access specialized software programs on mobile devices.

<sup>2</sup> Transliteracy is a new term, which indicates fluency in comprehending information across several mediums including print, multi-media, and digital.

implement curriculum-based library services and programs that support teaching and learning for all. Such programs may include a Great Books Program (see **Annex 3**), Literacy or Science Enhancement Programs that involve technology, Peer Tutoring Activities, or electronic Testing Of Students, among others. A school librarian may take a role, alone or in collaboration with other specialists in the school to manage and implement such programs.

Collaboration is an essential part of a school librarian's work. A school librarian in a 21<sup>st</sup> Century library must work with the school's administrators to develop understanding and support of the library's contribution to the mission and goals of the school. A school librarian should report directly to the school director or vice director of the school, and should be expected to participate in the school-wide planning and other leadership teamwork.

**Guideline 3.4.4 – Community Engagement Role of a Librarian:** Librarians in a 21<sup>st</sup> Century library must work actively to involve community members in the animation of library services. Community engagement encompasses specific programming and outreach efforts that welcome diverse cultural, linguistic, and other unique populations into the library. 21<sup>st</sup> Century libraries should recognize the importance of families in the education of their children and the value of intergenerational transfer of knowledge.



**Libraries Promoting Community Engagement:** A community member reads to her granddaughter in a library to enhance reading skills.

**Guideline 3.4.5 – Adherence to Ethical Standards:** Librarians and other personnel in a 21<sup>st</sup> Century library, including volunteers, must observe high ethical standards in their interactions with each other and with all members of the school community. They must put the rights of the library users before their own comfort and convenience and avoid being biased by their personal attitudes and beliefs in providing library service. All children, youth, and adults should be served on an equal basis regardless of their abilities and background: Their rights to privacy and their right to learn must be maintained at all times.

## 4. LIBRARY SERVICES AND PROGRAMS

### 4.1 Introduction

Promoting specialized programs and services in a 21<sup>st</sup> Century library includes communicating to users about what the library has to offer and matching those programs and services to the needs and preferences of users. Services and programs generally fall into four categories: (i) Book Collection Related Services; (ii) Digital Services; (iii) Specialized Programs (e.g., Literacy or Science Enhancement); and (iv) Professional Development Services for Teachers. The programs, services, and facilities provided by a 21<sup>st</sup> Century school library must be actively promoted so that target groups are aware of the library's role as a partner in learning and as a provider of programs, services, and resources. The target groups receiving library services include technical grade leaders, teachers, students, and parents. It is important to adjust communication to the nature of the school and to the different target groups. This suggests the need to organize orientations for students, special meetings for teachers and school faculty, as well as outreach meetings and digital messaging for parents.

### 4.2 Planning and Dissemination

A 21<sup>st</sup> Century school library should have a written programmatic plan that articulates what programs and services the library is offering and to whom. When asked, librarians should be able to both verbally describe the programmatic and service plan and make sure that its relevant parts are disseminated to stakeholders through various measures including orientation meetings, general meetings, and through social media groups. An example of a Library Service and Programmatic Plan is provided in **Annex 4**.

**Guideline 4.2.1 – Programmatic Planning:** A 21<sup>st</sup> Century Library should have a clear outline of its services and programs that is updated at least once each year (see **Annex 4**).

**Guideline 4.2.2 – Dissemination Activities:** A 21<sup>st</sup> Century Library should plan for dissemination activities to relevant stakeholders about library services and programming through orientations, meetings, and social media.

### 4.3 Book Collection Related Services

Access to the library's collection of books is its most basic service.

Book Collections need to be developed on an ongoing basis to ensure that users have access to new and relevant materials. The procurement of new books is a process that should be done collaboratively with key stakeholders in schools to ensure that the library's



book collection meets local needs. 21<sup>st</sup> Century libraries in Cambodia continue to use the Dewey Decimal Classification (DDC) system ensuring that schools have books across the ten major subject divisions of the DDC system (see **Annex 5**). In addition to book collections that meet student learning needs, a school library should include a collection of professional resources, both for the school library staff and for the teachers (i.e., materials on education, subjects taught, new teaching/ learning styles and methods) and a collection of resources addressed to parents and caregivers (e.g., Literacy Toolkits, Mathematics Toolkits, etc.).

**Guideline 4.3.1 – Book Collection Size:** A 21<sup>st</sup> Century Library should contain at least 10 books per student or more, including multiple copies of the same title.

**Guideline 4.3.2 – Book Collection Organization:** Books in the 21<sup>st</sup> Century Library should be organized and numbered by subject according to the Dewey Decimal Classification system (see **Annex 5**).

**Guideline 4.3.3 – Access to Book Collection:** Books in the 21<sup>st</sup> Century Library should be readily available in open bookcases to all stakeholders. Under no circumstances should books be locked in cabinets except in cases of rare or exceptional books.

**Guideline 4.3.4 – Book Collection Development:** Librarians should carry out surveys with teachers and administrators about additional book titles needed so that the library’s book collection expands each year. New titles should be procured or ordered by the librarian at least once each year.

**Guideline 4.3.5 – Reference Materials:** Books in the 21<sup>st</sup> Century Library should always include multiple reference materials including Khmer Dictionaries, Foreign Language Dictionaries, and Encyclopedias.

**Guideline 4.3.6 – Foreign Language Books:** Books in the 21<sup>st</sup> Century Library should always include foreign language books, especially those in English and French.

**Guideline 4.3.7 – Book Collection Borrowing Privileges:** Stakeholders using the 21<sup>st</sup> Century library should be allowed to borrow one book for a period of at least two weeks. This privilege is open to any teacher, administrator, or student enrolled at the school.

#### 4.4 Digital Services

The 21<sup>st</sup> Century library serves an important function as a significant access point to an



**Desktop Research Stations:** A student in a 21<sup>st</sup> Century library does research on one of four research stations available for use by all..

information-based society. In this regard, the library must provide access to digital information resources that reflect the curriculum as well as the users' interests and culture. Digital services in the library should enable students to access search engines, educational software, and multi-media platforms. In order to provide these services, 21<sup>st</sup> Century libraries should be equipped with numerous kinds of devices including computer desktops, tablets, and television screens that can play digital files.

**Guideline 4.4.1 – Internet Access:** 21<sup>st</sup> Century libraries should be fully wired to enable access to the internet.

**Guideline 4.4.2 – Access to Search Engines:** In order to facilitate student research, 21<sup>st</sup> Century libraries should be furnished with desktop computers that are equipped with easy to use search engines. In schools with 400 students or less, a 21<sup>st</sup> Century library should have at least two desktop workstations. For schools with 400 to 700 students, the library should have three research stations and if more than 700 students, there should be at least four such stations. Custom-made furniture such as the cabinet shown in the picture should be constructed for this purpose (see Annex 1).



**Guideline 4.4.3 – Access to M-learning Services:** 21<sup>st</sup> Century libraries should be equipped with mobile devices (e.g., tablets) that facilitate student access to M-learning activities related to literacy, mathematics, science and other subject areas. In schools with 400 students or less, a 21<sup>st</sup> Century library should have at least 30 tablets; schools with more than 400 students should have at least 40 tablets or more.



*Mobile Learning: Students participate in mobile learning activities using tablets that are easily accessible in the library.*




**Guideline 4.4.4 – Access to Television Screens:** 21<sup>st</sup> Century libraries should be equipped with large television screens that are installed in areas intended for instructional

activities so that students can view educational films and presentations while in the library. Television sets should be at least 42 inches in size and should be able to play digital files that are compatible with the use of memory sticks.

**Guideline 4.4.5 – Access to Educational Software:** 21<sup>st</sup> Century libraries should be equipped with a wide range of software for students of all ages both in primary and secondary school. Such software may be installed on library desktop workstations and/or tablets. The software should promote such things as literacy, science, career counseling, general reading, and testing. A list of suggested educational software successfully used in New Generation Schools is provided in Table 4.1 below. Many of these software programs have been contextualized to the Cambodian education system and are available in Khmer language.

**TABLE 4.1: List of Suggested Educational Software to be Used in 21<sup>st</sup> Century Libraries**

Recommended Software	Relevant Subjects	Education Level
	<b>Aan Khmer:</b> Scaffolded learning games for children based on Grade 1 Reading Curriculum	<ul style="list-style-type: none"> <li>• Khmer Language</li> <li>• Early Grade Reading</li> </ul>
	<b>SmartBooks:</b> Leveled reading stories with questions based on Grade 2 and 3 Reading Curriculum	<ul style="list-style-type: none"> <li>• Khmer Language</li> <li>• Early Grade Reading</li> </ul>
	<b>TEST:</b> Digitized tests for young children based on the Reading Benchmarks developed by MoEYS (Grades 1 to 3)	<ul style="list-style-type: none"> <li>• Khmer Language</li> <li>• Early Grade Reading</li> </ul>
	<b>Education Storytelling (ឥណ្ឌាស៊ីនី):</b> An e-library app with many educational books for children, students, teachers, and parents focusing on: ethics, health and hygiene, environment, and society. Stories on society focus especially well on gender issues.	<ul style="list-style-type: none"> <li>• Khmer Language</li> <li>• Gender Education</li> <li>• Moral Education</li> </ul>
	<b>Sorse Khmer:</b> Guided writing exercises for young children just learning how to write the letters of the Khmer alphabet	<ul style="list-style-type: none"> <li>• Khmer Language</li> <li>• Early Grade Writing</li> </ul>
	<b>Let's Read:</b> A compendium of electronic children's books in both English and Khmer	<ul style="list-style-type: none"> <li>• Khmer Language</li> <li>• English Language</li> <li>• Other Subjects</li> </ul>
	<b>Literatu:</b> Formative Testing Software that enables teachers to identify weak points in students' learning as well as specific students in need of remedial support	<ul style="list-style-type: none"> <li>• All Subjects</li> </ul>
	<b>Twig:</b> A compendium of over 3,000 educational videos in the STEM subjects that come with questions and learning objectives.	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Mathematics</li> </ul>

	<b>3D Classroom:</b> A STEM-focused software that provides outstanding 3D animations to demonstrate concepts and principles relating to the natural sciences and mathematics	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Mathematics</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary</li> </ul>
	<b>Trey Visay:</b> This is a Counseling Software that guides youth in career identification and planning through a self-exploration process. The self-examination process helps students identify their interests and hobbies and matches these with appropriate careers that demand similar skills.	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Non-Subject Specific</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary</li> </ul>
	<b>X-Reading:</b> This is an English Language learning platform that provides over 1,000 leveled readers in English complete with questions and automatically tabulated word counts read by students	<ul style="list-style-type: none"> <li>• English Language</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary</li> </ul>

#### 4.5 Specialized Programs to Meet a School's Goals and Vision

A modern school is likely to have many specialized programs to enhance learning in specific subjects. Such programs may seek to enhance early grade literacy and numeracy, knowledge of the STEM subjects, or general reading habits such as through a Great Books Program (see Box 2 and **Annex 3**). The 21<sup>st</sup> Century library should play a major role in animating such activities by providing both leadership and organizational support for their implementation. Often this leadership entails close collaboration with other teachers for purposes of activity coordination, student referral, group discussions, and technical support.

##### Guideline 4.5.1 – Alignment of School Library Programming with School

**Goals:** 21<sup>st</sup> Century libraries should pursue active discussions With School Administrators and Technical Grade and Subject Leaders to develop programs that align with the school's goals and curriculum. For example, New Generation Schools are dedicated to enhanced STEM instruction. Therefore, 21<sup>st</sup> Century libraries should have specialized programs and software that align with this goal.

##### Guideline 4.5.2 – Librarian's Role in the Implementation of Specialized

**Programs:** Librarians in a 21<sup>st</sup> Century library should be clear about what specific roles they must play in implementing a specialized program. Their roles may include setting up student accounts in mobile devices, organizing peer tutoring groups, administering a materials borrowing service, and other

##### Box 2: The Great Books Program:

The idea of collecting the greatest books ever written in the history of humanity started in the 1950s at the University of Chicago. The goal of this program was to expose students to the most celebrated works of literature and science that had ever been written to ensure that they received a complete 'liberal' education. Since the 1950s, many other institutions and schools have adopted this concept by organizing their curriculum in such a way as to emphasize the most important books ever written. The school library can play a major role in promoting a Great Books Program by providing access to required Great Books as well as a place to discuss and review them.



activities. The list provided in Table 4.2 provides some examples of the roles that librarians may play in this regard.

**TABLE 4.2: Suggested Roles of Librarians when Implementing Specific Projects**

Suggested Program	Goal	Short Description	Librarian Role(s)
Early Grade Literacy Programming	To enhance the reading ability of young children	Certain children may be identified by their teachers as 'struggling readers.' Such children should be able to access special activities in the library to help them improve their reading skills	<ul style="list-style-type: none"> <li>Set up accounts on a tablet for designated children to use a software program</li> <li>Allow specific children and their parents to borrow reading games and books to take home</li> <li>Help organize peer-tutoring activities by providing space and materials</li> </ul>
STEM Enhancement Programming	To enhance the understanding of students in specific STEM subjects	Students work on specialized projects in the STEM subjects, which they will display in their classrooms on bulletin boards and special display areas.	<ul style="list-style-type: none"> <li>Provide access to search engines on library desktop computers</li> <li>Provide space for group work activities in designated areas within the library.</li> </ul>
Great Books Program	To widen students' understanding of world literature	See Box 2 above	<ul style="list-style-type: none"> <li>Make a list of Great Books in collaboration with teachers.</li> <li>Include agreed Great Books in the library procurement plan.</li> </ul>

#### 4.6 Professional Development Services for Teachers

A 21<sup>st</sup> Century library should support teachers by providing opportunities for their professional development, especially as this relates to exposing them to new materials and technologies, new curriculum, and new instructional strategies. The librarian can often provide informal professional development opportunities by working as a partner in learning with teacher colleagues in a variety of ways:

- Providing resources for teachers, which will widen their subject knowledge or improve their teaching methodologies
- Providing resources for different evaluation and assessment strategies (e.g., electronic testing including the use of Literatu and TEST software programs)
- Working as a partner in planning the tasks to be done in the classroom and/or library

**Guideline 4.6.1 – Disseminating Information to Teachers on Professional Development Opportunities:** Librarians in a 21<sup>st</sup> Century library should always inform teachers when new books of relevance or technologies arrive in the library. This information may be disseminated in a number of ways including through social media, bulletin board announcements, or announcements at school-wide meetings. The librarians may also organize special meetings for teachers to explain how to use a new technology, software, or educational game when they are available.

**Guideline 4.6.2 – Maintaining Teacher Development Section or Shelf in the Library:** The 21<sup>st</sup> Century Library should organize materials relating to staff development opportunities on a particular shelf or in a particular part of the library. This section should contain professional books relating to education (e.g., pedagogy, curriculum development, evaluation, etc.), multi-media

materials (e.g., literacy and numeracy kits, educational games, educational DVDs, CDs, etc.), as well as new technologies (e.g., new tablet brands, desktops, etc.) that have recently been installed in the library.

**Guideline 4.6.3 – Library-led Workshops on Professional Development:**

The 21<sup>st</sup> Century Library should organize workshops and/or informal meetings for teachers on new materials or technologies in the library at least once a year. Such meetings may happen at the beginning of the school year to introduce new materials or after the delivery of new materials and equipment so that all school faculty are aware of what is in the library and how to use it.

## **5. ADMINISTRATIVE & FINANCIAL FRAMEWORK OF THE LIBRARY**

### **5.1 Introduction**

A school library should be managed within a clearly structured administrative and financial framework that recognizes the library as a center of reading, inquiry, and collaborative activities. Administrative and recurrent financial support to ensure uninterrupted operation of a 21<sup>st</sup> Century library is essential to realize the full benefit of the intensive investment that has been made in the library. The administrative and financial framework for a 21<sup>st</sup> Century Library must ensure (i) a clear division of labor among library personnel (in cases where more than one librarian has been assigned to the library); (ii) regular and extended hours of operation; (iii) clear guidelines for monitoring and managing books and digital access; and (iv) the availability of financial budget to cover recurrent costs for stationery, cleaning materials, and other supplies needed to keep the library running smoothly.

### **5.2 Division of Labor**

In cases where multiple personnel are working in a 21<sup>st</sup> Century library, it is important for each individual to know their specific duties. A clear division of labor among all personnel will avoid confusion and ensure that all tasks are effectively carried out. The following guidelines will help personnel in a 21<sup>st</sup> Century library know how to assign tasks among themselves accordingly.

**Guideline 5.2.1 – Creating a Division of Labor among Librarians:** Librarians in a 21<sup>st</sup> Century library should discuss among themselves the tasks outlined in their assigned Job Description and distribute tasks among themselves. A suggested matrix for creating a division of labor within the library is provided in **Annex 6**.

### **5.3 Hours of Operation**

The high investment in a 21<sup>st</sup> Century library demands optimum access to the materials and resources that are available within its walls. For this reason, the hours of operation of a 21<sup>st</sup> Century library must be regular and extended, encompassing at least 9 hours of operation per day, five (or six) days per week.

**Guideline 5.3.1 – Hours of Service:** A 21<sup>st</sup> Century Library should be open from 7 AM to at least 4 PM in the afternoon. In order to accommodate the lunch break of the librarian(s), the school should appoint two very mature students to take responsibility of the library during the lunch break between 11 AM and 1 PM. To enable students to supervise library usage during the lunch period, the school should provide a free lunch for these students each day. (see also Guideline 2.4.1)

### **5.4 User Rules**

Students, community members, and other stakeholders are always welcome to use the facilities of a 21<sup>st</sup> Century library. However, it is important for all library users to respect the rules of courtesy that are required when using educational facilities in common. Rules relating to common courtesy, sanitation, noise levels, borrowing

privileges, and other matters should be formulated by librarians and disseminated to all library users in formal and informal orientations.

**Guideline 5.4.1 – Development of Rules Governing Library Utilization:** A 21<sup>st</sup> Century Library should have clear rules and regulations for library users to follow when in the library. Some areas that these rules should cover include the following:

- Hours of Operation
- Use of Student IDs (to borrow materials)
- Library Etiquette
- Rules for Using Digital Services
- Overdue and Lost Materials
- Student Discipline
- Library Usage by Classes, Small Groups, and Large Groups

An example of library rules and regulations that should be followed in a 21<sup>st</sup> Century library are provided in **Annex 7**.

**Guideline 5.4.2 – Dissemination of Rules Governing Library Utilization:** The library should develop signs and posters displaying library rules and place them in a prominent place for all to see. The rules and regulations for library utilization should also be included in library orientations that occur at the beginning of the year.

## **5.5 Monitoring/Managing Book Use and Digital Access**

It is important that a 21<sup>st</sup> Century library maintains good records of student access to books and digital services. This includes records of the books borrowed and the number of students who borrowed them. Such records should also apply to the use of mobile devices as well as the records of students' progress on various educational programs, particularly literacy programs such as *AanKhmer* and *Smartbooks*. Such records may be uploaded into a central server for tabulation and analysis by Ministry offices and departments.

**Guideline 5.5.1 – Using Electronic Devices for Record Keeping:** Librarians in a 21<sup>st</sup> Century library should be equipped with laptops so that they can keep electronic records of book borrowing, inventories, and student performance on educational software. They can use these devices for storage, tabulation, and analysis of user statistics.

**Guideline 5.5.2 – Electronic Inventory:** Librarians in a 21<sup>st</sup> Century library should maintain electronic records of the library's inventory including books, equipment, furniture, and other non-consumable items.

**Guideline 5.5.3 – Tracking Book Counts:** Librarians in a 21<sup>st</sup> Century library should maintain a clear record of the number of book volumes in the library to ensure that they sustain at least 10 volumes per student as per Guideline 4.3.1.

**Guideline 5.5.4 – Tracking Book Borrowing;** Librarians in a 21<sup>st</sup> Century library should electronically track the number of borrowed books and borrowers on a monthly basis. These records should be tabulated and analyzed on at least a monthly basis.

**Guideline 5.5.5 – Tracking Digital Usage;** Librarians in a 21<sup>st</sup> Century library should electronically track the number of times that mobile devices have been used in the library as well as the performance of students on various software programs that have performance tracking capabilities.

## **5.6 Financial Budgets**

To ensure the currency and vitality of a 21<sup>st</sup> Century Library’s instructional and information base, the library will need an appropriate budget allocation that takes into account its real situation. Budget expenditures should relate to and support the school’s Annual Improvement Plan and reflect an investment in student, teacher, and staff development.

The librarian(s) in a 21<sup>st</sup> Century library should work with senior management at the school to develop the budget and explore responsible options for the delivery of quality resources and services to the entire school community. Agreed costs may involve expenditures for stationery, cleaning materials, repairs, and other costs. In order to help libraries to pay these costs, it is, therefore, important that the school’s administration provide a monthly budget to the library, which should be used to cover recurrent costs.

**Guideline 5.6.1 – Budget Planning:** The librarian(s) at the library should develop a budget plan for the year that will be presented to the school administration. The administration should review and discuss these costs with the library and when revised, include them in the Annual Improvement Plan of the school.

**Guideline 5.6.2 – Recurrent Budgets:** Based on an agreed budget plan, schools should provide the library with a recurrent budget of at least \$50/month to cover recurrent costs that may include the following:

- Stationery
- Cleaners and other materials to maintain good sanitary conditions in the library
- Minor repairs to furniture and equipment
- Educational games and supplies

**Guideline 5.6.3 – Financial Bookkeeping and Liquidation;** Libraries should maintain good financial records of their recurrent costs and expenditures and report these costs each month to the School Administration Office. Unspent funds should be carried over to the following month with a top up payment from the school to keep the library fully funded.

## 6. SCHOOL LIBRARY EVALUATION

### 6.1 Introduction

Over the last ten years, researchers have found that the strongest impact on student achievement comes from school library programs with fulltime, qualified school librarians. Findings on the positive impact of the school library on student learning include closing the achievement gap among children who are struggling learners. Cambodia's own experience confirms these findings such as in the *Total Reading Approach for Children Program (TRAC)* that centers school-based support for struggling readers on the school library. Such programming demonstrates the powerful role that a library can play in improving students' learning when they link library services with the classroom and community. In addition to having fulltime qualified school librarians, other school library factors that are correlated with improved student achievement include: collaboration, instruction, scheduling, access, technology, book collections, recurrent library budgets, and professional development.

It is the hope of MoEYS that the guidelines provided in this manual will enable schools with high investment to achieve higher standards for school library operation in a 21<sup>st</sup> Century learning context. These standards also provide a useful framework for evaluating libraries and even accrediting them as 21<sup>st</sup> Century facilities. This manual has identified 16 areas of operation that schools should consider in preparing for higher standards. These operational areas are summarized below:

1. Location and Space
2. Organization of Space
3. Physical & Digital Access
4. Staffing Requirements for the Library
5. Librarian Qualifications
6. The Roles of a Librarian in Supporting a 21<sup>st</sup> Century Library
7. Planning and Dissemination
8. Book Collection Related Services
9. Digital Services
10. Specialized Programs to Meet a School's Goals and Vision
11. Professional Development Services for Teachers
12. Division of Labor
13. Hours of Operation
14. User Rules
15. Monitoring/Managing Book Use and Digital Access
16. Financial Budgets

In managing evaluative activities for a 21<sup>st</sup> Century library, MoEYS considers that assessments may have different purposes. One purpose may simply seek a quick overview of a library's operation to ensure that basic services are in place. Such assessments are really just a quick spot check of library operation and may administered quickly. A different purpose may entail a more in depth assessment of the library to determine whether it has achieved the operating standards of a 21<sup>st</sup> Century facility. Such assessments may even help a library to achieve a higher status as an officially accredited 21<sup>st</sup> Century library. It is the Ministry's hope that the operating standards outlined in this manual may facilitate such in depth assessments.

## 6.2 Library Spot Checks

Quick library assessments may take the form of spot checks. Such assessments should focus on the basic operation of the library and can be administered quickly. Such assessments can give school managers and other educators at district and provincial level a quick sense of whether the library is operating smoothly or not.

**Guideline 6.2.1:** Spot check assessments of the 21<sup>st</sup> Century library should be carried out at least twice a year by school managers or officials from the District and Provincial Office of Education (e.g., Provincial NGS Board). An example of a tool designed to assess basic operation of the library is provided in **Annex 8a**. This tool provides both an operational score as well as an assessment of the number of operating criteria achieved. Spot check assessment tools should be shared with the librarian for purposes of transparency and may be used by the librarian for internal assessments and preparation for external assessments.

## 6.3 Library Accreditation

More in depth assessments of the library require a review of many more operational criteria than is true of a spot check. The 63 guidelines provided in this manual provide a strong basis for such assessments, which may also lead to official accreditation of the library as a 21<sup>st</sup> Century facility.




**Guideline 6.3.1:** Spot check assessments of the 21<sup>st</sup> Century library should be carried out once every two years by national level educators who have a strong understanding of library operation (e.g., National NGS Board). An example of a tool designed to undertake an in depth assessment of the library is provided in **Annex 8b**. The criterion for accreditation should be quite high and should encompass at least 75% of the standards assessed. Library Accreditation Assessment Tools such as the one provided in the annex should be shared with the librarian for purposes of transparency and may be used by the librarian for internal assessments and preparation for external accreditation.

## References

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## ANNEX 1: Innovative Library Furniture Designs

Name of Furniture Unit & Description	Dimensions	Cost	Picture
<p>1. <b>TV Console:</b> Designed to house a 60 inch LCD Television Set for student presentations. The cabinet is lined with book and stationery storage space at the bottom and book display area on either side.</p>	<p>Height: 2.0 M Length: 2.4 M Depth: 0.4 M</p>	<p>\$772</p>	
<p>2. <b>Cubby Hole Cabinet:</b> A low cabinet in two sections designed to store students' bags and belongings while in the library. The cabinet is usually designed to form the outside of a sitting area around the TV Console.</p>	<p><b>Two Sections</b> <i>Long Section:</i> Height: 0.8 M Length: 5.32 M Depth: 0.4 M  <i>Short Section:</i> Height: 0.8 M Length: 1.5 M Depth: 0.4 M</p>	<p>\$424</p>	
<p>3. <b>Student Writing Table:</b> An oval table designed to seat up to 8 students. The table may be used for writing, group work projects, or individualized leisurely reading.</p>	<p>Height: 0.75 M Length: 2.4 M Width: 1.1 M</p>	<p>\$204</p>	

Name of Furniture Unit & Description	Dimensions	Cost	Picture
<p>4. <b>Research Workstation Cabinet:</b> A cabinet that can accommodate 2 desktop computers (preferably with CPU built into the monitor). This cabinet may be used as a research workstation for students and teachers. In a large school, the cabinet can be configured with 2 faces so that an additional 2 computers can be accommodated on the opposite side.</p>	<p>Height: 2.4 M Length: 1.6 M Width: 0.8 M</p>	<p>\$545</p>	
<p>5. <b>Wall Divider:</b> This piece is a divider that helps to divide the space in the library and adds to its aesthetic appeal. The divider has built-in lighting at the top and is usually placed at one of the entrances to the library. It enables the creation of space for an administrator's desk or a discussion area for students.</p>	<p>Height: 2.43 M Length: 1.7 M Depth: 0.35 M</p>	<p>\$545</p>	
<p>6. <b>TV Console Seating for Viewing Educational Programming:</b> This is built-in seating that is placed around the TV console to accommodate easy student viewing. This seating unit can accommodate 30 to 35 students (see layout drawing in Figure 2.1).</p>	<p>Length: 11.74 M Height: 0.75 M Depth: 0.6 M</p>	<p>\$91 per meter</p>	

Name of Furniture Unit & Description	Dimensions	Cost	Picture
<p><b>7. Built-in Wall-to Wall Bookcase:</b> Large book cabinet designed to hold over a thousand books. The center of the cabinet can accommodate student seating. Lower shelves are horizontally slanted for the display of particularly interesting or new books.</p>	<p>Height: 2.4 M Length: 7 M Depth: 0.4 M</p>	<p>\$1,106</p>	
<p><b>8. Round Book Case Unit:</b> This bookcase can accommodate one row of 2,500 books on the outside and another 2,500 books in another row on the inside. The interior of the bookcase unit accommodates 3 or 4 students for individualized reading or group discussions.</p>	<p>Height: 2.4 M Diameter: 2 M Shelf Depth: 0.4 M</p>	<p>\$1,351</p>	
<p><b>9. Wall Seating:</b> Upholstered wall seating in customized units of 1.5 Meters (adjustable). Each seat can accommodate 3 to 4 young children.</p>	<p>Height: 0.75 M Length: 1.5 M Depth: 0.6 M</p>	<p>\$138</p>	
<p><b>10. Column Wrapping Bookcase:</b> This bookcase is effective for displaying both large size books as well as educational artifacts (e.g., statues, abacus, etc.). The cabinet makes good use of space by wrapping around a column in the middle of a room.</p>	<p>Height: 1.5 M Length: 1.2 M (1 side) Depth: 0.4 M</p>	<p>\$360</p>	

Name of Furniture Unit & Description	Dimensions	Cost	Picture
<p><b>11. Wall Shelving:</b> These floating shelves can be affixed to a wall at great height above a seating area below and makes good use of wall space.</p>	<p>Height: 0.8 M Length: 1 M Depth: 0.3 M</p> <p><b>Note:</b> Picture shows two units</p>	<p>\$50</p>	
<p><b>12. Bulletin Board:</b> This bulletin board unit forms the opposite side of the TV Console and makes excellent use of a small space. Its cost is included in the cost of the TV Console unit. It is usually placed at the front of one of the entrances to the library.</p>	<p>Height: 2.0 M Length: 2.4 M Depth: 0.4 M</p>	<p>-- (Included in TV Console Unit Cost)</p>	
<p><b>13. Circulation Desk:</b> This circulation desk can accommodate 2 to 3 librarians and provides an excellent service area for library administration and record keeping.</p>	<p>Height: 1.1 M Length: 3.0 M Width: 0.55 M</p> <p>Inside Section: Length: 1.5 M</p>	<p>\$655</p>	
<p><b>14. Story Telling Unit:</b> This furniture unit has 7 rows of seating for young children for purposes of individualized reading or story telling. The unit can seat about 15 to 30 children. The sides of the unit form a cabinet for book display and storage, thereby serving a multi-purpose function. A large door on one side of the unit provides access to</p>		<p>\$920</p>	

Name of Furniture Unit & Description	Dimensions	Cost	Picture
storage of large boxes or pieces of equipment.			
<p><b>15. Story Telling Unit (1):</b> This furniture unit has three rows of seating for young children for purposes of individualized reading or story telling. The unit can seat about 12 to 15 children. The back of the unit forms a cabinet for book display and storage, thereby serving a multi-purpose function.</p>		\$650	



## ANNEX 2: Job Description (Librarian) MINISTRY OF EDUCATION, YOUTH, & SPORT

### JOB DESCRIPTION

#### NEW GENERATION SCHOOLS

<b>Position Title:</b>	LIBRARIAN
<b>School Name:</b>	_____ New Generation School
<b>Supervisor:</b>	School Director
<p>The NGS Program seeks to give a chance to every student to receive a quality education in a healthy environment adapted to their needs. In order to achieve this goal, all students must receive fair and equal teaching, supported by an accessible multi-media library in which students can find a large diversity of information, adapted to their needs whether these are curriculum-related or not.</p>	
<p><b>Job Duties:</b></p> <p><u>Managing the Library:</u></p> <ol style="list-style-type: none"> <li>1. Promote the role of the library in the school, and the range of resources students can access through the library in order to support inquiry-based learning</li> <li>2. Develop information literacy across all year levels and all curriculum areas.</li> <li>3. Model and promote collaboration with teachers in planning and supporting inquiry-based learning.</li> <li>4. Plan and manage the development of the school library in consultation with the teaching staff.</li> <li>5. Select relevant and quality resources including e-resources, which meet the reading and information needs of users.</li> <li>6. Develop, catalogue, classify and maintain library collections and an accurate inventory of library materials.</li> <li>7. Maintain the library's ICT equipment and keep it updated and in good working condition.</li> <li>8. Maintain records of readership in the library by students, teachers, and community members and prepare statistical and analytical reports accordingly.</li> <li>9. Set up a system whereby students can borrow books and other educational materials (e.g., educational games) from the library for specified periods.</li> <li>10. Set up a system whereby students can access mobile learning devices (if available).</li> <li>11. Maintain the physical appearance of the library including dusting, vacuuming, sweeping, and other sanitary measures.</li> </ol>	

12. Ensure that students do not bring food and beverages into the library space.
13. Organize students (e.g., Student Council) to help maintain the library including organizing books, cleaning, and keeping the library open during the lunch hour.

**Student Guidance:**

14. Encourage all library users to participate in collecting books when done using them.
15. Assist users in locating specific materials and information and guide users regarding technology resources, which may involve one-on-one advisory sessions

**Dissemination**

16. Organize orientations to students and community members about how to use the library and any new materials that may have arrived for placement in the library (e.g., books, equipment, educational games, etc.).
17. Organize social media groups for teachers, students, and parents to keep them abreast of new developments within the library.

**Teacher Professional Development**

18. Organize special materials for teacher development in a special section or shelf.
19. Organize special meetings to disseminate information on professional development for teachers.
20. Conduct orientations for teachers on new didactic materials (e.g., Literacy Toolkits), technologies (e.g., new tablets), and other materials that may be of interest to teachers.

**Discipline:**

21. Manage student behavior in the library by establishing and enforcing rules and procedures.
22. Maintain discipline in accordance with the rules and disciplinary systems of the school.
23. Apply appropriate disciplinary measures when necessary.

**Key Competencies:**

You will need to:

- Have strong IT skills.
- Be able to work with young people and also deal with challenging behavior and conflict management.
- Be proactive and imaginative in approach to provision and promotion of services
- Have awareness of school curriculum.
- Be self-motivated and able to work under own direction as well as in team.
- Have strong organizational skills.

## ANNEX 3: An Example of a Library Service Program - Great Books Program

### 1. INTRODUCTION

The New Generation School seeks to establish very high standards of education in the public education system. This objective cannot be achieved if students are not reading frequently. In this context, we do not only mean reading ‘textbooks’ but rather reading literature of many different genres outside of the official curriculum. There are many studies that demonstrate that ‘reading’ opens the mind and promotes critical thinking.<sup>3</sup> Indeed, there are many good reasons for students to read not only while in school but also when they have free time both in and out of school. Some of these good reasons are summarized in Box 1. In view of this background, one of the many aspects that will separate the New Generation School program from others will be the “Great Books Reading Program” that encourages reading among all enrolled students.

The Great Books Reading Program looks to cultivate an avid passion for reading in every student. By providing a list of “must read” classic books related to school topics and life lessons, the program seeks to engage students in reflective activities such as book reports, book fairs, oral presentations and displays. Students must read and analyze at least 10 books from the list each year.

This program seeks to have a huge impact on students’ personal growth as well as fortifying a culture of reading during leisure time. The different types of assessments will facilitate reflection, help incorporate critical thinking skills on everyday activities, enhance leadership and team work abilities and most of all will open a window to the world when students choose books from a wide range of National and international classic and essential reading material.

#### Why is reading so important? <sup>1</sup>

1. Students should read because it improves their vocabulary.
2. Reading helps students to develop their powers of ‘visualization’ and ‘imagination.’
3. Reading fosters ‘active’ forms of thinking as opposed to ‘passive’ thinking that is fostered by watching television. As such, investments of time in reading is much more productive than watching TV.
4. Reading helps students to improve their ability to write by enriching their knowledge of vocabulary, writing styles, and good grammar.
5. Reading provides exposure to role models, which is an essential requirement for students to develop their sense of morals and ethics.
6. Reading also sets a good example for other students by demonstrating that this is a good way to spend one’s time. The more students there are



## 1. GUIDING PRINCIPLES

In order to reach the goal of 10 books read we must set up some ground rules to avoid the process being tedious and ensure the students enjoy reading by giving them enough freedom and control on their reading material as possible while providing a structured environment.

1. Students have the right to choose the book they wish to read from the list provided. (This list will contain classic titles mainly in Khmer and English)
2. Students can suggest a book that isn't on the list but must be approved by NGS staff prior to be read.
3. The deadlines are flexible but each student must commit to reading and defending at least 10 books per year. They will keep a reading journal to show which books they have completed at the end of each semester.
4. There will be various forms of assessment and students will be free to choose from the following: a) Book report b) Group or individual presentation c) Book fair (They will choose this option as a class)
5. Students will build their own personal libraries of the books that they have read. They will buy their own books; students who cannot afford their own books will receive school support.
6. Students will be able to read books in multiple modalities including hard print, tablets, smart phones, etc.
7. The Great Books Program will be linked with the e-library facilities in each New Generation School.



<sup>1</sup> <http://literatureyoungadultfiction.com/7-reasons-why-kids-should-read/>; <http://www.bpd3.org/km/reading-night.pdf>

### 3. CURRICULAR CONTENT

It is important that the books chosen for students to read do not displace but supplement the Curriculum approved by the MOEYs. The books on the reading list will be chosen from many genres including novels, how to books, biographies, histories, science fiction, etc. (see Appendix 1).

It would be ideal if teachers from multiple subjects participate in the Great Books program but the subjects where this will be most encouraged include Khmer, English, History, and Philosophy.

In order to ensure compliance from the students, the completion (or not) of the program goal will carry a considerable weight when it comes to recommending the student for scholarships or special programs. Failure to comply should also incur penalties in specific subjects.

#### 3.1 Reading Comprehension Assessments

When students undertake their book reading projects, there should be some structure in place to ensure that they are internalizing some of the key themes of the book as well as who the author is, what kind of book they are reading, etc.

##### 3.1.2 Written Assessment

#### 1. Book information

- a) What is the book's name? **Title:** \_\_\_\_\_
- b) Who wrote it? **Author:** \_\_\_\_\_
- c) Who printed the book? **Publisher:** \_\_\_\_\_
- d) When was it published? **Year:** \_\_\_\_\_
- e) What kind of book is it? **Genre:** \_\_\_\_\_
- f) Where is the book from? **Nationality:** \_\_\_\_\_
- g) Describe the book in 3 sentences or less, **Synopsis**

#### 2. What is the book about? Using the following questions only as a guideline, develop a report (300 words).

**Guidelines for Fiction:** - What is the main theme of the book? – Describe when and where the story is unfolding. - What kind of story is this? – Describe the main points of the plot - Who are the main character/s and other important characters? Who is narrating this?

**Guidelines for non-fiction:** Provide a general overview of the book's topic and main points. Do sub topics or chapters divide the book? What is the thesis? What conclusions can you draw from the book? Describe at least one of your favorite chapters and why you like it.

**3. What do you think about the book? Write a book review expressing your opinion on it without giving away any plot details. (100 words)**

**Guidelines (use the ones applicable to the type of book you are reporting):**

Are you satisfied with the book? Did you find any symbolisms in the book worth mentioning? Yes/no, why? Why would you recommend this book? What kind of person would you recommend this book to? Did the author achieve his/her purpose? What are the strengths/weaknesses of the book? Do you agree with the author's arguments and conclusions or the way the story unfolded? Do you feel identified with any of the characters? - Who is your favorite character? Why? - Who is your least favorite character? Why? - Were you satisfied with the ending of the book? Why? Would you have done anything in a different way? – Final thoughts about the book/conclusion.

**3.1.3 Oral Assessments**

There are two paths for oral assessments; to be decided by the teacher or the students, depending on class dynamics. These assessments cover the same ground as the written assessment.

**Path 1: Presentations**

The student can choose between a Class presentation or a group presentation to the whole class.

It can be in power point form or display. The presentation must have three stages.

**Stage 1:** Basic book information - Name, author, year, publisher, nationality, genre.

**Stage 2:** In depth Analysis - Depending on book type.

Fiction: What is the main theme of the book? – Describe when and where the story is unfolding. - What kind of story is this? – Describe the main points of the plot - Who are the main character/s and other important characters? Did you find any symbolisms in the book worth mentioning?

Non-Fiction: Provide a general overview of the book's topic and main points. Do sub topics or chapters divide the book? What is the thesis? What conclusions can you draw from the book? Describe at least one of your favorite chapters and why you like it.

**Stage 3:** Conclusion and round of questions. the presentation finishes with final thoughts from the presenter/s covering the following items: Are you satisfied with the book? Yes/no, why? Why would you recommend this book? What kind of person would you recommend this book to? Did the author achieve his/her purpose? What are the strengths/weaknesses of the book? Do you agree with the author's arguments and conclusions or the way the story unfolded? Do you feel identified with any of the characters? - Who is your favorite character? Why? - Who is your least favorite character? Why? - Were you satisfied with the ending

of the book? Why? Why not? – Final thoughts about the book/conclusion. After there will be a round of questions from the audience and/or teacher.

Path 2: Book fair

The teacher can choose to have a book fair in the classroom where each group prepares a book stand with information about their book (covering the topics in the written assessment guideline) and students visit each stand in order and hear presentations. This type of assessment is the hardest one for the teacher to check for knowledge but possibly the most enjoyable for students, it can be divided into two different book fairs for fiction and non-fiction to ease the grading process.

**3.2 Assessment Aid for Teachers**

The following checklist will help assess if the material was in fact read. This serves as a grading tool for oral assessments and can be complementary to the written assessment.

**Assessment checklist**

Student name: \_\_\_\_\_ Grade: \_\_\_\_

(Cross the statements that are not accomplished)

- ✓ The reader/s is able to provide a concise summary of the book
- ✓ The reader/s is covering most of the oral guideline items
- ✓ The reader/s seems confident and knowledgeable of the material
- ✓ The reader/s shows reflection when answering open □ questions
- ✓ There is a clear opinion regarding the book and how the reader/s feels about it
- ✓ The reader/s shows interest when discussing the book
- ✓ The exhibition seems well planed and organized
- ✓ The reader is able to give constructive criticism regarding plot points and/or writing styles
- ✓ The presentation concluding ideas show clear signs of Critical thinking and group debates

## 4. PROCEDURES FOR IMPLEMENTATION

A big part of the program's success will rest on the commitment from the students to purchase the books, for this to happen we must provide ease of access to as many books as possible, forging an alliance with a publishing company would be pivotal.

There are plenty of condensed versions of classic literature in English that can be ordered via publishing companies, "how to" books and classic Khmer literature along with historical texts will make the program fall specifically into the following subjects: Khmer, English, History, Philosophy. In order to attain a balance between topics, students will read 2 related books per topic leaving **2 books** for them to choose freely. It is a fair compromise between students, subjects and the program. In addition, linking the great books curriculum to the Book Clubs may result in some students reading up to 20 books per year.

One copy of each book will be kept in the library for the students to choose from, after that, depending on the arrangement with the publisher they will purchase the book of their choosing to add to their reading list. As stated before, the students will be able to choose their way of presenting the book and the subject to which the book will be related as long as they complete at least 10 presentations in one year and 2 books per subject (Khmer, English, Philosophy, History)

Teachers will set the deadline (4 weeks per book seems reasonable) and the modality of the assessment will be chosen by each student/group. Students will be encouraged to choose from all different paths of assessments as well as working in groups and individually. At the end of the year, each student should be able to produce a reading list with at least 10 books marked as read and hopefully a library at home of 10 titles.

### 4.1 Steps for Implementation

**Step 1: What is GBRP?** Teacher capacity building: 3 foundational sessions (4hours total) fundamentals of how GBRP works and benefits of creating a culture of reading. We assigned the selected subject teachers to organize step 2.

**Step 2: Choosing the right books.** Students are introduced to the GBRP, receive a copy of the book list and go to the library by class to choose their 10 books for the year (They can update and change their reading list at anytime) No need to purchase all 10 books at once. One per month is acceptable. Students then hand the list to their teacher who will organize the book procurement with administrative staff.

**Step 3: Deciding presentation pathway.** Students complete the reading form and find a partner/group if applicable depending on their choice of assessment and set the date of each book if needed.



## 5. TEACHER CAPACITY BUILDING

### Foundational Session Plan I (one hour)

<b>Aim/Objective:</b> Familiarize teachers with the goals of the Great Books reading program			
<b>Stage</b>	<b>Activity</b>	<b>Interaction</b>	<b>Timing</b>
Introduction to the GB program	Teachers receive the Great books program guide and go through the main points	T-S	5-7 min
Class discussion	Teachers familiarize with the program's goals and discuss the importance of reading with the trainer	T-S	5 -7min
Preview	Teachers are introduced to the different assessment paths and what is expected from the students	T-S	5-7 min
Practice	Teachers choose one book (a famous Khmer fable that they all know would help) to be read and complete the written assessment. (This activity will raise a lot of question that will be discussed as a group in the next step)	S-S	25 min
Check	Class discussion about each point (this will continue on the next session review). Points to be covered are: Different genres, symbolism, narrative, characters, critical thinking deductions and how to grade it and analyzing results.	T-S S-S	15 min

### Foundational Session Plan II (2 hours)

<b>Aim/Objective:</b> Familiarize teachers with the different assessments paths and basics of book analysis			
<b>Stage</b>	<b>Activity</b>	<b>Interaction</b>	<b>Timing</b>
Review	Class debate about last session's activities, concerns and queries.	T-S	25 min
Class debate	Using the same book chosen from the previous session or another famous Khmer piece of literature read by everyone, teachers choose organize an oral presentation in different groups.	T-T	10 min

Preparation	Teachers get into groups and prepare the presentation or stand depending on their decision. Teachers are encouraged to use power point	T-S	30 min
BREAK			15 min
Production	Teachers showcase their presentations and defend their books, the teachers not presenting will ask open questions about the books and check items off their assessment check list.	S-S	40 min

### Foundational Session Plan III (one hour)

<b>Aim/Objective:</b> Familiarize teachers with the different assessments paths and basics of book analysis			
Stage	Activity	Interaction	Timing
Introduction to book fair path	Teachers finish any book presentations left from the last class. Introduction to book fair path	T-S	15 min
Class debate	Why have different paths for assessments and pros and cons of each one.	S-S	5 min
Practice	In depth analysis of one book selected by the trainer. Teachers and trainer go through certain aspects of a selected book.	T-S	20 min
Check	Teachers ask open questions to other teachers about the book analyzed and find correct answers as a class to review book analysis concepts (Hidden messages, narratives, structure)	S-S	20 min



## ANNEX 4: Sample Library Program & Service Plan

Name of School	_____	Document Last Updated (Date)	_____
Province:	_____	Head Librarian	_____
District:	_____	Signature:	_____
Commune:	_____		

Name of Program or Service	Explanation of Service or Program	Please Check ( )		Intended Stakeholders ( )			
		Service	Program	Students	Teachers	Administrator	Community
1. Book Access and Borrowing Services	<ul style="list-style-type: none"> <li>Stakeholders have full access to all books during library hours</li> <li>Stakeholders may borrow books for two weeks</li> </ul>						
2. Grade 1 Literacy Reinforcement	<ul style="list-style-type: none"> <li>Tablet Access for Literacy Reinforcement for Grade 1</li> <li>Uses <i>Aan Khmer</i> Software</li> <li>Students receive accounts</li> <li>Scores in software program regularly tabulated</li> </ul>						
3. Grade 2 and 3 Literacy Reinforcement	<ul style="list-style-type: none"> <li>Tablet Access for Literacy Reinforcement for Grades 2 &amp; 3</li> <li>Uses <i>Smartbooks</i> Software</li> <li>Students receive accounts</li> <li>Scores in software program regularly tabulated</li> </ul>						
4. Digital Book Access Services	<ul style="list-style-type: none"> <li>Students can access additional books digitally using <i>Let's Read</i> Software</li> <li>Accessible to all grades</li> </ul>						
5. Literacy Reinforcement Borrowing Privileges	<ul style="list-style-type: none"> <li>Students and parents may borrow educational games for two weeks</li> <li>Materials are part of Literacy Toolkit</li> </ul>						
6. Search Engine Services	<ul style="list-style-type: none"> <li>Stakeholders have open access to search engines on desktop workstations in library</li> <li>Password required</li> </ul>						
7. Peer Tutoring Support	<ul style="list-style-type: none"> <li>Older students provide literacy support to younger children</li> <li>Peers use materials from Literacy and Math Toolkits stored in the Library</li> </ul>						

## ANNEX 5: Summary of the Dewey Decimal Classification System

Numbers	Categories
<b>000-099</b>	General References or Works (encyclopedias, biographies, periodicals and journalism)
<b>100-199</b>	Philosophy, psychology and logic
<b>200-299</b>	Religion (men's faith)
<b>300-399</b>	Social Sciences (how people live and work in society; law, government and institutions)
<b>400-499</b>	Language (English, grammar and dictionaries)
<b>500-599</b>	Natural Science (Mathematics, astronomy, physics, chemistry, geology, paleontology, biology, zoology, and botany)
<b>600-699</b>	Technology and Applied Science (medicine, engineering, agriculture, home economics, radio, TV, and aviation)
<b>700-799</b>	Fine Arts and Recreation (architecture, sculpture, painting, music, photography and recreation)
<b>800-899</b>	Literature (plays, poems, essays, literature in foreign languages)
<b>900-999</b>	History and Biography (history, biography, geography and other related disciplines)



## ANNEX 6: Division of Labor Matrix

MINISTRY OF EDUCATION, YOUTH, & SPORT

### 21<sup>st</sup> Century Library Division of Labor

#### NEW GENERATION SCHOOLS

<p><b>Directions:</b> Read the tasks outlined below and indicate which individuals working in the library will be responsible for each task by checking ( ) the appropriate cell. One task may be assigned to more than one individual if necessary.</p>	Name: _____	Name: _____	Name: _____
<b>General Management of the Library</b>			
1. Promote the role of the library in the school, and the range of resources students can access through the library in order to support inquiry-based learning			
2. Develop information literacy across all year levels and all curriculum areas			
3. Model and promote collaboration with teachers in planning and supporting inquiry-based learning.			
4. Plan and manage the development of the school library in consultation with the teaching staff.			
5. Select relevant and quality resources including e-resources, which meet the reading and information needs of users.			
6. Develop, catalogue, classify and maintain library collections and an accurate inventory of library materials.			
7. Maintain the library ICT equipment and keep it in working condition.			
8. Maintain records of readership in the library by students, teachers, and community members and prepare statistical and analytical reports accordingly.			
9. Set up a system whereby students can borrow books and other educational materials (e.g., educational games) from the library for specified periods.			
10. Set up a system whereby students can access mobile learning devices (if available).			
11. Maintain the physical appearance of the library including dusting, vacuuming, sweeping, and other sanitary measures.			
12. Ensure that students do not bring food and beverages into the library space.			

<p><b>Directions:</b> Read the tasks outlined below and indicate which individuals working in the library will be responsible for each task by checking ( ) the appropriate cell. One task may be assigned to more than one individual if necessary.</p>	<p>_____ Name:</p>	<p>_____ Name:</p>	<p>_____ Name:</p>
<p>13. Organize students (e.g., Student Council) to help maintain the library including organizing books, cleaning, and keeping the library open during the lunch hour.</p>			
<p><b>Student Guidance</b></p>			
<p>14. Encourage all library users to participate in collecting books when done using them.</p>			
<p>15. Assist users in locating specific materials and information and guide users regarding technology resources, which may involve one-on-one advisory sessions</p>			
<p><b>Dissemination</b></p>			
<p>16. Organize orientations for students and community members about how to use the library and any new materials that may have arrived for placement in the library (e.g., books, equipment, educational games, etc.).</p>			
<p>17. Organize social media groups for teachers, students, and parents to keep them abreast of new developments within the library.</p>			
<p><b>Teacher Professional Development</b></p>			
<p>18. Organize special materials for teacher development in a special section or shelf.</p>			
<p>19. Organize special meetings to disseminate information on professional development for teachers.</p>			
<p>20. Conduct orientations for teachers on new didactic materials (e.g., Literacy Toolkits), technologies (e.g., new tablets), and other materials that may be of interest to teachers.</p>			
<p><b>Discipline</b></p>			
<p>21. Manage student behavior in the library by establishing and enforcing rules and procedures.</p>			
<p>22. Maintain discipline in accordance with the rules and disciplinary systems of the school.</p>			
<p>23. Apply appropriate disciplinary measures when necessary.</p>			



## **ANNEX 7: Suggested Rules for Using a 21<sup>st</sup> Century Library**

### **MINISTRY OF EDUCATION, YOUTH, & SPORT**

#### *21<sup>st</sup> Century Library Rules*

- ***HOURS OF OPERATION***

The library is available from 7 AM to 4 PM. Monday through Friday and 7 AM to 11 AM on Saturdays.

The Library will remain open during the lunch hour under the supervision of one or more students from the Student Council. These students have the full authority of the librarian and should be obeyed as this relates to the use of the library and its facilities.

#### ***STUDENT IDs***

Student photo identification cards are required to sign out library material.

#### ***LIBRARY ETIQUETTE***

Students using the library should work in a way that respects all other people that are using the facility. This includes the following rules:

- Food and beverages are not permitted in any of the research or computer areas
- Card or game playing is not permitted (chess competitions with other teams do not fall under this rule)
- In compliance with school policy the following items are NOT permitted—headphones, walkman, ipods, CD players, cell phones, beepers or laser pens. The library staff has the right to remove these items to the Main Office.
- Students in the library researching an assignment with a classroom teacher are requested to remain in the area reserved by their teacher until the end of the period or block.
- Students using research stations should not monopolize the time but should try to limit their time on line to 15 or 20 minutes in order to allow other students to use the station.
- When students are engaged in an academic discussion in the library, they should do so in soft tones in order not to disturb others.

#### ***USING DIGITAL SERVICES***

Students should only use computer workstations for academic research only and not for games or other non-academic purposes.

Students may request the use of tablets and other mobile devices from the librarian for use within the library.

Teachers may request the use of tablets and other mobile devices for usage in their classrooms but should inform the librarian ahead of time when doing so.

### **OVERDUE AND LOST MATERIAL**

Students will be charged for overdue, lost and/or damaged materials. Cost of the materials is determined by the cost of the book at the time of purchase.

### **STUDENT DISCIPLINE**

Teachers who bring their classes to the library are responsible for disciplining their students.

### **LIBRARY USAGE**

#### ***Scheduled Use of the Library by Class***

Students may access the library during the time that their class is scheduled for a library period. This may be one period or one block of time. During a scheduled library hour, teachers should accompany their students to the library and assist in their supervision.

#### ***Research Only***

There are occasions when library access is limited. “Research Only” indicates that library usage will be available only for students who have research needs which necessitate utilizing library materials and/or equipment and at the discretion of library personnel.

#### ***Small Groups***

Students may also use the library in small groups for research purposes. They should inform the librarian of their purpose when doing so.

#### ***Large Groups***

Teachers may also bring their classes to the library during non-scheduled Library Hours for purposes of special projects and research.



## ANNEX 8a: Spot Check Library Assessment Tool

### MINISTRY OF EDUCATION, YOUTH, & SPORT

Name of School: _____	Librarian Name: _____
District: _____	Date of Visit: _____
Province: _____	Assessor Name: _____
<b>Operational Score:</b> _____/24	<b>Criteria Achieved:</b> _____/12

**Directions:** Review each criteria below and rate the library by writing a check ( ) in the appropriate cell (Excellent, Satisfactory, or Needs Improvement). Each rating has a score indicated in parentheses. The assessor should also indicate the number of criteria achieved. A minimum score of 1 is required to check 'yes.' When done, tabulate the Final Score as well as the Criteria Achieved Score. A library should have achieved at least 8 out of 12 criteria and an Operational Score of at least 50%.

**Scoring Key:** 65% or Higher (Excellent); 50 - 64% (Satisfactory); Less than 50% Needs Improvement

Criteria	Assessment	Achieved (Yes/No)
1. Library is always open to students between the time that school opens and closes.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
2. The library demonstrates standards of cleanliness and tidiness.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
3. Library Books are well-organized by their level (e.g., using a color code) and have a number code.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
4. Library has an updated inventory of all the books that they have received from all sources.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
5. Students are able to access educational games and materials.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
6. Students are able to access tablets for extra study on a regular basis.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
7. Library has enough books for all students to read during the school year. (Standard = 5 books per student)	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
8. There are clear records of students who have borrowed books to take home with them.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
9. There are clear records of the number of students entering the library each and	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)

Criteria	Assessment	Achieved (Yes/No)
these records have been tabulated on a regular basis.		
10. There are clear records of parents borrowing literacy games to take home with them.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
11. The library has a clear timetable that sets aside time for students to visit the library each week.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
12. The librarian can demonstrate that she reads stories to groups of children at least two or three times each week.	<input type="checkbox"/> Excellent (2) <input type="checkbox"/> Satisfactory (1) <input type="checkbox"/> Needs Improvement (0)	(Yes/No)
<b>Total Scores</b>	<b>Criteria Achieved: _____;</b> <b>Operational Score: ____/24 = ____%</b>	





## ANNEX 8b: Library Accreditation Assessment Tool

### MINISTRY OF EDUCATION, YOUTH, & SPORT

Name of School:	_____	Librarian Name:	_____
District:	_____	Date of Visit:	_____
Province:	_____	Assessor Name:	_____
<b>Guidelines in Compliance:</b>	_____	_____ / 63 = _____ %	

<b>Directions:</b> Review each guideline below and indicate whether the library is in full compliance, partial compliance, or not yet in compliance by writing a check ( ) in the appropriate cell. Then count up the number of guidelines in full compliance and indicate the number in the appropriate box above. Then determine the total number of guidelines in full compliance and divide by the total number of guidelines (63) to determine a percentage value. Library Accreditation requires compliance with at least 75% of the stated guidelines.	Full Compliance	Partial Compliance	Not Yet in Compliance
<b>GUIDELINES</b>			
<b>Location and Space</b>			
1. <b>Physical Centrality:</b> The library should have a central location, on the ground floor if possible. Schools should avoid placing libraries in peripheral locations on the school campus.			
2. <b>Proximity to Classrooms:</b> The library should have high accessibility and proximity to teaching areas.			
3. <b>Noise Control:</b> Space in the library should be planned so that noise factors are minimized, with at least some parts of the library free from external noise. This may require the construction of library lofts, adjacent library gardens, or enclosed rooms that are free from noise.			
4. <b>Electrification:</b> In order to support services related to technology, 21 <sup>st</sup> Century Libraries must be connected to an electric grid.			
5. <b>Sufficient Lighting:</b> Libraries should have appropriate and sufficient light, which may be natural (through the extensive use of large windows) or artificial.			
6. <b>Temperature:</b> Libraries should be kept at an appropriate room temperature (e.g., air-conditioning, ventilation with fans) to ensure good working conditions year round as well as the preservation of the book collections.			
7. <b>Accessibility to Special Need Users:</b> Libraries should have an appropriate design for library users with special needs. This may include access ramps and adequate space for wheel chairs.			
8. <b>Multi-functional Spaces:</b> Libraries should have adequate size to give space for the following functions: <ul style="list-style-type: none"> <li>• Collections of books, newspapers &amp; magazines,</li> <li>• Storage of stationery, cleaning tools, etc.</li> <li>• Study spaces (see picture)</li> <li>• Reading areas (see picture)</li> <li>• Computer workstations</li> </ul>			

<ul style="list-style-type: none"> <li>• Display areas (e.g., bulletin boards)</li> <li>• Work areas for library staff.</li> </ul>			
<b>Organization of Space</b>			
9. <b>Research Spaces:</b> Libraries should make provisions for both <i>research</i> and <i>study</i> spaces. This may refer to special tables for reference materials (e.g., dictionaries, encyclopedias, etc.) and online research stations that provide access to one or more desktop computers.			
10. <b>Reading Areas:</b> Libraries should provide space for <i>reading</i> areas such as benches or carpeted areas that enable comfortable sitting (see picture).			
11. <b>Instructional Areas:</b> Libraries should provide space for <i>instructional</i> activities that can accommodate small groups, large groups, or even a whole class. This may require use of stepped seating to save space or other innovative seating arrangement.			
12. <b>Project Work Group Space:</b> Libraries should have provisions for group project workspace where students can print media and develop team projects. These provisions may include open carpeted spaces or seating arrangements where multiple children can sit to discuss a project.			
13. <b>Administration Space:</b> The library should maintain a circulation desk or office area for processing book and media requests as well as storage space for equipment, supplies, and materials.			
14. <b>Library Gardens:</b> Where possible, library planners should consider the inclusion of <i>Library Gardens</i> at the back of a library as a means to expand the library's physical capacity to accommodate students. This space should be secure and only accessible through the library itself.			
15. <b>Space for Announcements &amp; Information Sharing:</b> A 21 <sup>st</sup> Century Library should have at least one large bulleting board for sharing information, making announcements, and displaying special student projects. Ideally, this bulletin board should be placed at the entrance to the library or in a central location.			
<b>Physical &amp; Digital Access</b>			
16. <b>Hours of Service:</b> A 21 <sup>st</sup> Century Library should be open continuously from 7 AM to at least 4 PM in the afternoon. In order to accommodate the lunch break of the librarian(s), the school should appoint two very mature students to take responsibility for the library during the lunch break between 11 AM and 1 PM.			
17. <b>Use of Innovative Furniture Designs to Maximize Access:</b> Libraries should make use of innovative furniture designs that are economical in their use of space, multi-functional, and follow the contours of the room in which they are placed. Such furniture should exhibit a common aesthetic design and be harmonious in its use of color.			
18. <b>Operation of Research Stations:</b> In order to ensure continuous access to research services, the library should ensure that computer research stations are kept turned on during the entire day that the library is open.			
19. <b>Operation of Mobile Devices:</b> Tablets should be charged at night while stored safely in metal safes with holes drilled into the side so that charging cords can be inserted inside the safe. This will ensure that tablets are fully charged in time for use the next day enabling full access by students.			
20. <b>Student Orientations about Library Access:</b> All students should receive an orientation at the beginning of the school year about the operating hours of the library and how to access books, research stations, m-learning devices, and other library services.			
21. <b>Setting Up Student Accounts on Mobile Devices:</b> In order to facilitate student access to mobile devices, librarians should set up individual student accounts using the appropriate software.			
<b>Staffing Requirements for the Library</b>			
22. <b>Library Staffing Numbers:</b> For schools with 400 children or less, a 21 <sup>st</sup> Century library should have at least ONE librarian. In cases where the number of students			

exceeds 400 students, there should be TWO librarians one of whom may be a clerical staff. In cases where the enrollment at a school exceeds 1,000 students, there should be THREE librarians assigned to the library.			
23. <b>Staffing Structure:</b> In cases where there is more than one librarian assigned to work in the library, the most qualified individual should be designated as the <i>Head Librarian</i> . This individual should have leadership abilities to oversee and manage the entire library.			
24. <b>Time Commitment:</b> In order for a 21 <sup>st</sup> Century library to function effectively, the librarian(s) assigned to work there must work on a full-time basis. This precludes assigning the librarian to teach classes or perform other administrative duties that are not directly linked in some way with the operation of the library.			
25. <b>Librarian Job Description:</b> A librarian working in a 21 <sup>st</sup> Century library should follow the Job Description provided in 21 <sup>st</sup> Century Library Manual			
<b>Librarian Qualifications</b>			
26. <b>Academic Qualifications of the Librarian:</b> Librarians working in a 21 <sup>st</sup> Century Library should have the same academic qualifications as a teacher employed at the school (e.g., 4-year degree) as well as at least two years of teaching experience.			
27. <b>Experiential Qualifications of the Librarian:</b> Librarians working in a 21 <sup>st</sup> Century Library should be able to demonstrate a majority of the following experiential qualifications: <ul style="list-style-type: none"> <li>• The ability to teach and deliver curriculum</li> <li>• Program management – planning, developing, and implementing special programs to improve student learning (e.g., organizing access to mobile devices to promote specific software programs in literacy, mathematics, and science).</li> <li>• Improving book collections (e.g., by filling topical gaps in the available books) as well as the ability to store, organize, and retrieve educational materials.</li> <li>• Organizing access to digital information through multiple channels (e.g., desktop workstations, tablets, etc.).</li> <li>• Reading engagement and story-telling (primary level only)</li> <li>• Demonstrating knowledge about children’s and young adult literature</li> <li>• Demonstrating knowledge of disabilities that affect reading</li> <li>• Communication and collaboration skills</li> <li>• Digital and media skills</li> <li>• Ethics and social responsibility</li> <li>• Commitment to lifelong learning through continuing professional development</li> </ul>			
<b>The Roles of a Librarian in Supporting a 21<sup>st</sup> Century Library</b>			
28. <b>Instructional Role of a Librarian:</b> The instructional role of a 21 <sup>st</sup> Century librarian should encompass a wide diversity of teaching situations with individual students, small groups of students, and classes of students. The core activities of the instructional work of a school librarian, should encompass the following: <ul style="list-style-type: none"> <li>• Literacy and reading promotion</li> <li>• Information literacy (e.g., information gathering skills, information fluency, media literacy, trans-literacy)</li> <li>• Constructivist Learning (e.g., problem-based learning, critical thinking)</li> <li>• Technology integration (e.g., using technology to store books, find information, and present information)</li> <li>• Professional development for teachers (e.g., providing training opportunities to teachers to better understand how they can better use the library in their teaching)</li> </ul>			
29. <b>Management Role of a Librarian:</b> Librarians in a 21 <sup>st</sup> Century library must be clear about their management responsibilities. The management role of a 21 <sup>st</sup> Century librarian involves organizing the documentation systems and processes of a school library for optimum use. This includes maintaining library facilities (e.g., ensuring that the library is clean and well-organized), the material resources (e.g., keeping books organized and in their proper place), and the pedagogical programs and services that a library may be responsible for (e.g., organizing peer tutoring activities in the library).			

30. <b>Leadership and Collaboration Role of a Librarian:</b> A school librarian's main role is to contribute to the mission and goals of the school. In collaboration with the school's administrators and teachers, a 21 <sup>st</sup> Century librarian should develop and implement curriculum-based library services and programs that support teaching and learning for all. Such programs may include a Great Books Program, Literacy or Science Enhancement Programs that involve technology, Peer Tutoring Activities, electronic Testing of Students, etc.. A school librarian may take a role, alone or in collaboration with other specialists in the school to manage and implement such programs.			
31. <b>Community Engagement Role of a Librarian:</b> Librarians in a 21 <sup>st</sup> Century library must work actively to involve community members in the animation of library services. Community engagement encompasses specific programming and outreach efforts that welcome diverse cultural, linguistic, and other unique populations into the library. 21 <sup>st</sup> Century libraries should recognize the importance of families in the education of their children and the value of intergenerational transfer of knowledge.			
32. <b>Adherence to Ethical Standards:</b> Librarians and other personnel in a 21 <sup>st</sup> Century library, including volunteers, must observe high ethical standards in their interactions with each other and with all members of the school community. They must put the rights of the library users before their own comfort and convenience and avoid being biased by their personal attitudes and beliefs in providing library service. All children, youth, and adults should be served on an equal basis regardless of their abilities and background: Their rights to privacy and their right to learn must be maintained at all times.			
<b>Planning and Dissemination</b>			
33. <b>Programmatic Planning:</b> A 21 <sup>st</sup> Century Library should have a clear outline of its services and programs that is updated at least once each year.			
34. <b>Dissemination Activities:</b> A 21 <sup>st</sup> Century Library should plan for dissemination activities to relevant stakeholders about library services and programming through orientations, meetings, and social media.			
<b>Book Collection Related Services</b>			
35. <b>Book Collection Size:</b> A 21 <sup>st</sup> Century Library should contain at least 10 books per student or more, including multiple copies of the same title.			
36. <b>Book Collection Organization:</b> Books in the 21 <sup>st</sup> Century Library should be organized and numbered by subject according to the Dewey Decimal Classification system.			
37. <b>Access to Book Collection:</b> Books in the 21 <sup>st</sup> Century Library should be readily available in open bookcases to all stakeholders. Under no circumstances should books be locked in cabinets except in cases of rare or exceptional books.			
38. <b>Book Collection Development:</b> Librarians should carry out surveys with teachers and administrators about additional book titles needed so that the library's book collection expands each year. New titles should be procured or ordered by the librarian at least once each year.			
39. <b>Reference Materials:</b> Books in the 21 <sup>st</sup> Century Library should always include multiple reference materials including Khmer Dictionaries, Foreign Language Dictionaries, and Encyclopedias.			
40. <b>Foreign Language Books:</b> Books in the 21 <sup>st</sup> Century Library should always include foreign language books, especially those in English and French.			
41. <b>Book Collection Borrowing Privileges:</b> Stakeholders using the 21 <sup>st</sup> Century library should be allowed to borrow one book for a period of at least two weeks. This privilege is open to any teacher, administrator, or student enrolled at the school.			
<b>Digital Services</b>			
42. <b>Internet Access:</b> 21 <sup>st</sup> Century libraries should be fully wired to enable access to			

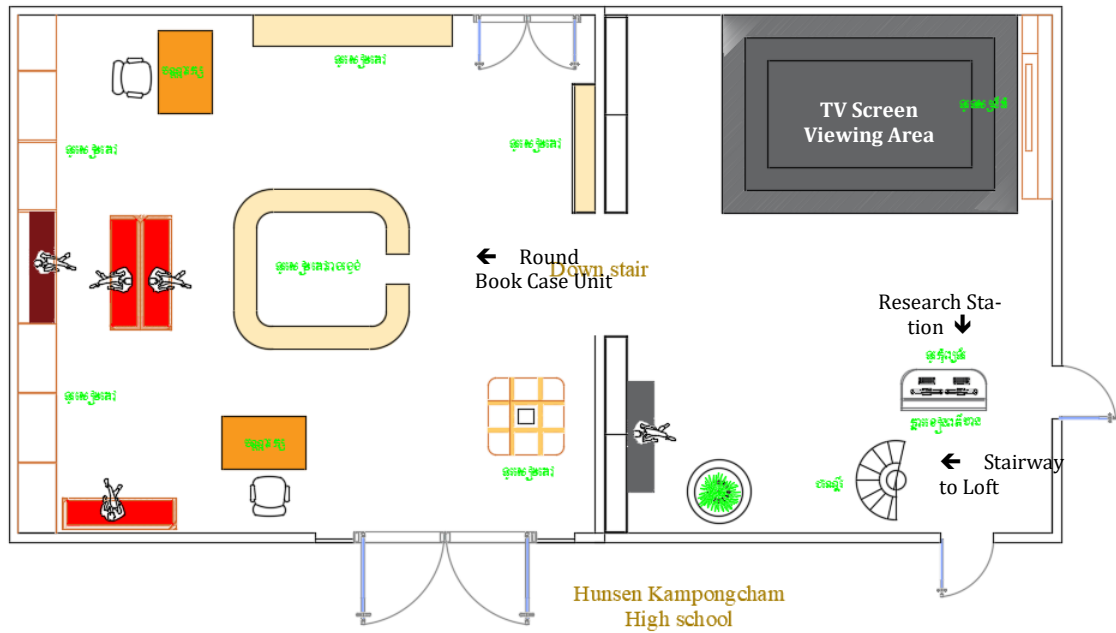
the internet.			
43. <b>Access to Search Engines:</b> In order to facilitate student research, 21 <sup>st</sup> Century libraries should be furnished with desktop computers that are equipped with easy to use search engines. In schools with 400 students or less, a 21 <sup>st</sup> Century library should have at least two desktop workstations. For schools with 400 to 700 students, the library should have three research stations and if more than 700 students, there should be at least four such stations.			
44. <b>Access to M-learning Services:</b> 21 <sup>st</sup> Century libraries should be equipped with mobile devices (e.g., tablets) that facilitate student access to M-learning activities related to literacy, mathematics, science and other subject areas. In schools with 400 students or less, a 21 <sup>st</sup> Century library should have at least 30 tablets; schools with more than 400 students should have at least 40 tablets or more.			
45. <b>Access to Television Screens:</b> 21 <sup>st</sup> Century libraries should be equipped with large television screens that are installed in areas intended for instructional activities so that students can view educational films and presentations while in the library. Television sets should be at least 42 inches in size and should be able to play digital files that are compatible with the use of memory sticks.			
46. <b>Access to Educational Software:</b> 21 <sup>st</sup> Century libraries should be equipped with a wide range of software for students of all ages both in primary and secondary school. Such software may be installed on library desktop workstations and/or tablets. The software should promote such things as literacy, science, career counseling, general reading, and testing. Many of these software programs have been contextualized to the Cambodian education system and are available in Khmer language.			
<b>Specialized Programs to Meet a School's Goals and Vision</b>			
47. <b>Alignment of School Library Programming with School Goals:</b> 21 <sup>st</sup> Century libraries should pursue active discussions With School Administrators and Technical Grade and Subject Leaders to develop programs that align with the school's goals and curriculum. For example, New Generation Schools are dedicated to enhanced STEM instruction. Therefore, 21 <sup>st</sup> Century libraries should have specialized programs and software that align with this goal.			
48. <b>Librarian's Role in the Implementation of Specialized Programs:</b> Librarians in a 21 <sup>st</sup> Century library should be clear about what specific roles they must play in implementing a specialized program.			
<b>Professional Development Services for Teachers</b>			
49. <b>Disseminating Information to Teachers on Professional Development Opportunities:</b> Librarians in a 21 <sup>st</sup> Century library should always inform teachers when new books of relevance or technologies arrive in the library. This information may be disseminated in a number of ways including through social media, bulletin board announcements, or announcements at school-wide meetings. The librarians may also organize special meetings for teachers to explain how to use a new technology, software, or educational game when they are available.			
50. <b>Maintaining Teacher Development Section or Shelf in the Library:</b> The 21 <sup>st</sup> Century Library should organize materials relating to staff development opportunities on a particular shelf or in a particular part of the library. This section should contain professional books relating to education (e.g., pedagogy, curriculum development, evaluation, etc.), multi-media materials (e.g., literacy and numeracy kits, educational games, educational DVDs, CDs, etc.), as well as new technologies (e.g., new tablet brands, desktops, etc.) that have recently been installed in the library.			
51. <b>Library-led Workshops on Professional Development:</b> The 21 <sup>st</sup> Century Library should organize workshops and/or informal meetings for teachers on new materials or technologies in the library at least once a year. Such meetings may happen at the beginning of the school year to introduce new materials or after the delivery of new materials and equipment so that all school faculty are aware of what is in the library and how to use it.			
<b>Division of Labor</b>			

52. <b>Creating a Division of Labor among Librarians:</b> Librarians in a 21 <sup>st</sup> Century library should discuss among themselves the tasks outlined in their assigned Job Description and distribute tasks among themselves.			
<b>Hours of Operation</b>			
53. <b>Hours of Service:</b> A 21 <sup>st</sup> Century Library should be open from 7 AM to at least 4 PM in the afternoon. In order to accommodate the lunch break of the librarian(s), the school should appoint two very mature students to take responsibility of the library during the lunch break between 11 AM and 1 PM. To enable students to supervise library usage during the lunch period, the school should provide a free lunch for these students each day. (see also Guideline 2.4.1)			
<b>User Rules</b>			
54. <b>Development of Rules Governing Library Utilization:</b> A 21 <sup>st</sup> Century Library should have clear rules and regulations for library users to follow when in the library. Some areas that these rules should cover include the following: <ul style="list-style-type: none"> <li>• Hours of Operation</li> <li>• Use of Student IDs (to borrow materials)</li> <li>• Library Etiquette</li> <li>• Rules for Using Digital Services</li> <li>• Overdue and Lost Materials</li> <li>• Student Discipline</li> <li>• Library Usage by Classes, Small Groups, and Large Groups</li> </ul>			
55. <b>Dissemination of Rules Governing Library Utilization:</b> The library should develop signs and posters displaying library rules and place them in a prominent place for all to see. The rules and regulations for library utilization should also be included in library orientations that occur at the beginning of the year.			
<b>Monitoring/Managing Book Use and Digital Access</b>			
56. <b>Using Electronic Devices for Record Keeping:</b> Librarians in a 21 <sup>st</sup> Century library should be equipped with laptops so that they can keep electronic records of book borrowing, inventories, and student performance on educational software. They can use these devices for storage, tabulation, and analysis of user statistics.			
57. <b>Electronic Inventory:</b> Librarians in a 21 <sup>st</sup> Century library should maintain electronic records of the library's inventory including books, equipment, furniture, and other non-consumable items.			
58. <b>Tracking Book Counts:</b> Librarians in a 21 <sup>st</sup> Century library should maintain a clear record of the number of book volumes in the library to ensure that they sustain at least 10 volumes per student as per Guideline 4.3.1.			
59. <b>Tracking Book Borrowing;</b> Librarians in a 21 <sup>st</sup> Century library should electronically track the number of borrowed books and borrowers on a monthly basis. These records should be tabulated and analyzed on at least a monthly basis.			
60. <b>Tracking Digital Usage;</b> Librarians in a 21 <sup>st</sup> Century library should electronically track the number of times that mobile devices have been used in the library as well as the performance of students on various software programs that have performance tracking capabilities.			
<b>Financial Budgets</b>			
61. <b>Budget Planning:</b> The librarian(s) at the library should develop a budget plan for the year that will be presented to the school administration. The administration should review and discuss these costs with the library and when revised, include them in the Annual Improvement Plan of the school.			
62. <b>Recurrent Budgets:</b> Based on an agreed budget plan, schools should provide the library with a recurrent budget of at least \$50/month to cover recurrent costs that may include the following: <ul style="list-style-type: none"> <li>• Stationery</li> </ul>			

<ul style="list-style-type: none"> <li>• Cleaners and other materials to maintain good sanitary conditions in the library</li> <li>• Minor repairs to furniture and equipment</li> <li>• Educational games and supplies</li> </ul>			
<p>63. <b>Financial Bookkeeping and Liquidation;</b> Libraries should maintain good financial records of their recurrent costs and expenditures and report these costs each month to the School Administration Office. Unspent funds should be carried over to the following month with a top up payment from the school to keep the library fully funded.</p>			

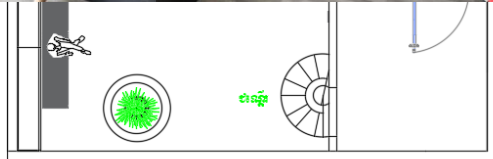
## ANNEX 9: Additional Ideas for 21<sup>st</sup> Century Library Layout

### Downstairs Area ↓



### Upstairs Loft ↓

### Actual View (TV Screen Area) ↓



### Loft Area (below) ↓

Hunsen Kampongcham High school





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